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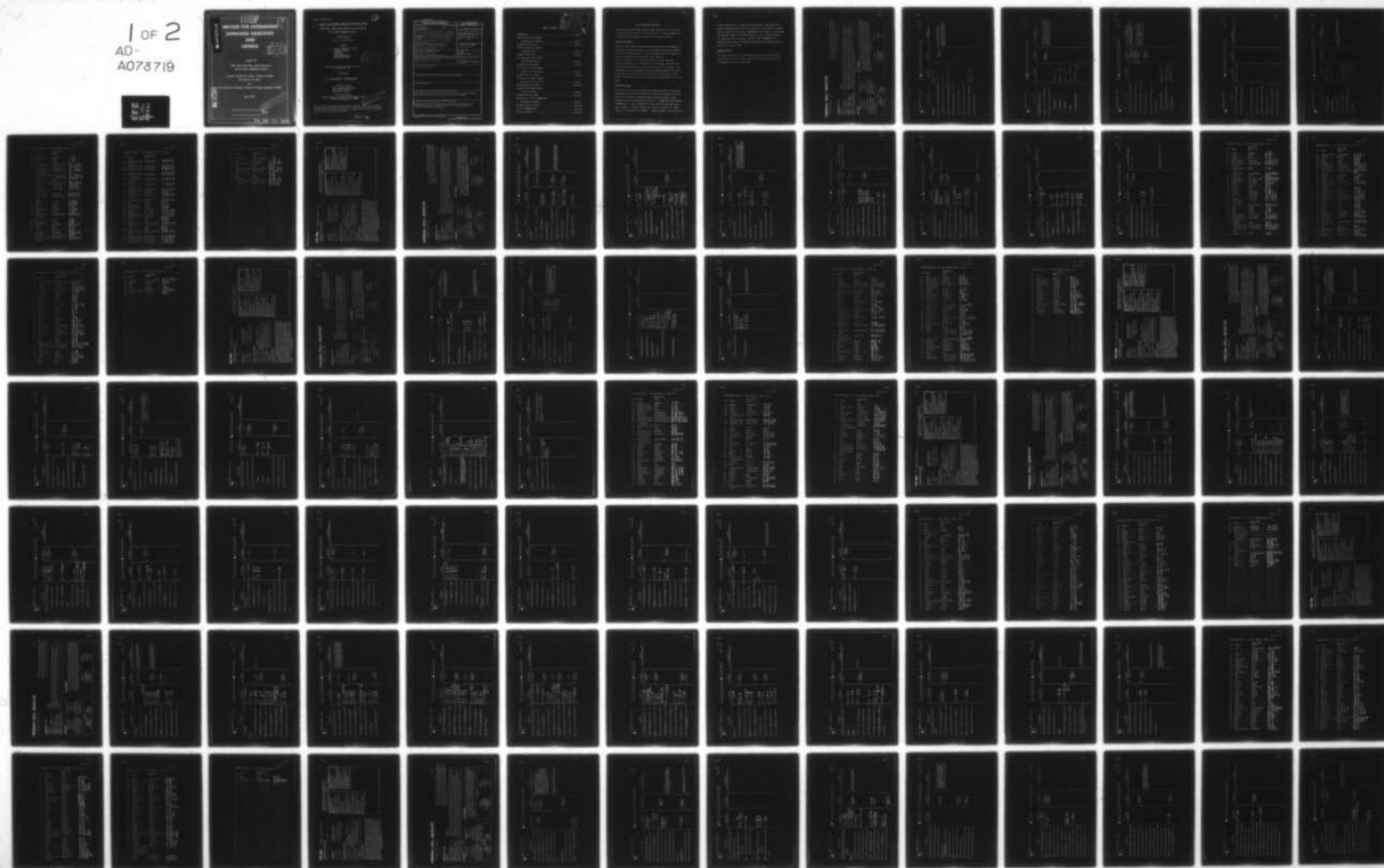
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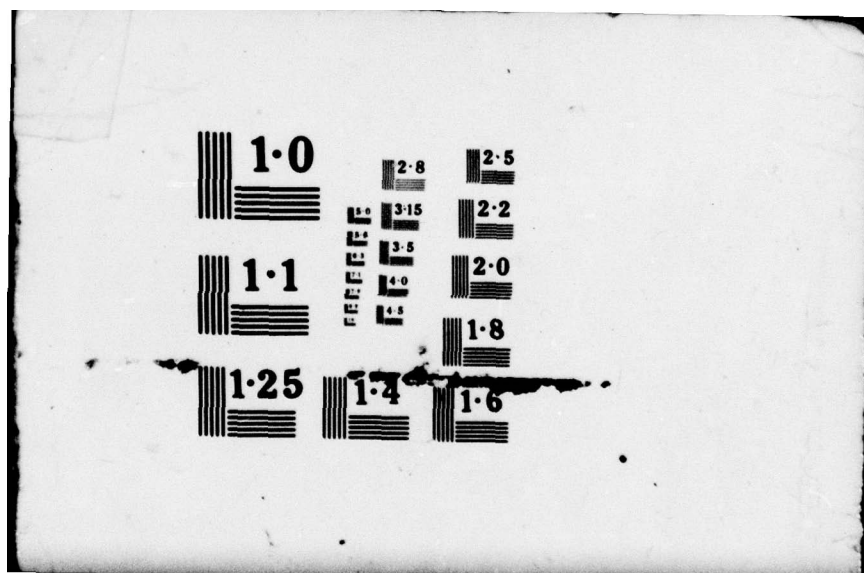
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**METHOD FOR DETERMINING
LANGUAGE OBJECTIVES
AND
CRITERIA**

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VOLUME VIII

11BF1 OPERATIONS/INTELLIGENCE SPECIALIST
SPECIAL FORCES (MANDARIN CHINESE)

A study conducted under contract number
DAAG39-77-C-0197
for

The Defense Language Institute Foreign Language Center

May 1979

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA,
VOLUME VIII, 11BF1 OPERATIONS/INTELLIGENCE SPECIALIST,
SPECIAL FORCES (MANDARIN CHINESE).

Contract Monitor

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FINAL REPORT OF RECOMMENDATIONS

14 77-106-03 Vol-8

Monitoring Agency:

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2800 Powder Mill Road
Adelphi, MD 20783

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11BF1 Operations/Intelligence

The Special Forces 11BF1 Operations/Intelligence Specialist has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of a number of his duties and tasks.

Language Requirements

The Special Forces 11BF1 Operations/Intelligence Specialist uses language in face-to-face conversation for basic survival, social intercourse with members of the G-force, and instructing. Aside from immediate survival language, the ability to communicate as an instructor is most important.

Because of the nature of unconventional warfare, the 11BF1 Operations/Intelligence Specialist, as an instructor, tailors content, organization and training techniques to meet the unique characteristics of his audience. The training covers both the operations and the intelligence aspects of the 11BF1 job position. The instructor trains the G-force in the functions of staff planners and organizers, specialists in security and intelligence, and security guards.

Communicative Tasks

The priority job tasks are concerned with training the G-force in organization and planning, security, the collection of intelligence information, the organization of the G-force, counterintelligence, and map and compass reading.

These job tasks use two Communicative Activities: "DEMONSTRATES" AND "TEACHES". "DEMONSTRATES" is specific "hands on" training, usually with physical equipment or weapons. In terms of grammar, the language requirement for "DEMONSTRATES" is less complex than "TEACHES". "TEACHES" demands a higher capability

in verbal communication to accomplish the training task. More abstract or symbolic knowledge underlies the skill in which the G-force member is trained. These two communicative activities, "DEMONSTRATES" and "TEACHES", form the basic organizational scheme for the Enabling Objectives (EOs). When the Terminal Skill Objectives (TSOs) are mapped on the EOs, either "DEMONSTRATES" or "TEACHES" provide organized and developed communicative strategies leading to mastery of the specific TSOs.

Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and EOs. Example elements in Mandarin Chinese are listed in the Mandarin Chinese Function Catalog.

TERMINAL SKILL OBJECTIVE

Page T.01

No. 11BF1.SF / C.8.01 / CM

DOCUMENTATION: Interview and survey data from Special Forces
11BF1 MOS holders, Special Forces Task Analysis data from
10th SFG, Ft. Devens, and Field Manual FM 101-5

COMMUNICATIVE TASK

COMPONENTS

Role	Instructor
Com Act	Teaches
Audience	Group/Individual
Topics	Organ. & Planning
Purpose	Training staff planners

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face situation on a group or individual basis staff organization and planning by describing (1) the identifying characteristics of the commander, executive officer, and the five staff member sections of a typical small unit, (2) the functions of each section, and (3) functions in detail of the intelligence unit for the purpose of training staff planners.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
2 hours	30 min.
Materials/Equipment	Materials/Equipment
Field manuals, standard	Blackboard and chalk,
and technical diction-	prepared charts
aries, job aids	
REGISTER	
Speech	Print
techno-jargon	technical
formal	literary
colloquial	informal
x	

MacroSTANDARDS

DESCRIPTION The student will describe to an audience in the Chinese language staff organization and planning and answer questions. The presentation will include the three parts of the lesson, be easily understood by the audience, and include appropriate vocabulary and use of functions as given in T.03 and T.04.

LPM INDICES

Functions	Vocabulary
1.0 Fact Info	x military
2.0 Intel Att	x technical
3.0 Emo Att	— other
4.0 Suasion	—
5.0 Soc Rit	—
6.0 Man Comm	—
	See T.04



TSO No. 11BFLSF / C.8.01 / CM

TSO

E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Introduction</u></p> <p>Our next topic is <u>staff organization</u> and <u>planning</u></p> <p>in a <u>small unit</u>. We will discuss how the staff</p> <p>member who is in charge of <u>intelligence operations</u></p> <p>relates to the other staff members in the same</p> <p>unit. Even more important than that, we are</p> <p>going to talk about how the staff member working</p> <p>with intelligence can <u>support the commander</u> and</p> <p>the operations of the whole unit.</p>	<p>'CĀN MÓU 参謀</p> <p>²BIĀN Zǔ 编组</p> <p>³JÌ HUÀ 计划</p> <p>⁴XIǎO DĀN WĒI 小单位</p> <p>⁵QÍNG BÀO ZUÒ YÈ 情报作业</p> <p>⁶ZHĪ YUÁN 支援</p> <p>⁷ZHĪ HUĪ GUĀN 指挥官</p>	<p>1.1 identify</p> <p>1.2 state factual information</p> <p>3.10.1 importance</p>	<p>This TSO begins with the content/ context required for E0 C.8-2.</p> <p>The student will begin by gaining attention, motivating the trainee(s), and stating the learning objectives as required in E0 C.8-1.</p>



TASK SCENARIO

How many people make up a small unit

In general, a small unit has a commander, an

Executive Officer, and five staff members:

S-1: 'Administrative

S-2: 'Intelligence

S-3: 'Operations

S-4: 'Supply

S-5: 'Psychological Operations

KEY TERMS
Vocabulary Items

¹XÍNG ZHÈNG

行政

²QÍNG BÀO

情报

³ZUÒ YÈ

作业

⁴BŪ Jǐ

补给

⁵XÍN Lǐ ZUÒ ZHàn

心理作战

FUNCTIONS
Major Descriptors

1.1 identify
1.2 state factual
information

COMMENTS
Culture/References/Supplements

The student must be able to provide simple definitions for each intelligence term, give examples and non-examples and make comparisons.



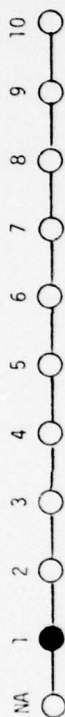
TSO No. 11BF1.SF / C.8.01 / CM
 TSO
 E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>The instructor then goes into an explanation of all the detail responsibilities of each member of the unit. First the Commander, the Executive Officer, the S-1, and then the S-2.</p> <p>The S-2 intelligence staff member has three main responsibilities:</p> <ol style="list-style-type: none"> 1. <u>Production of intelligence</u> 2. <u>Use of intelligence and information</u> 3. <u>Counterintelligence</u> 	<p>¹ QÍNG BÀO DE CHǎN SHēNG 情报的产生</p> <p>² QÍNG BÀO HE ZI LIAO DE YUN YONG 情报和资料的运用</p> <p>³ FǎN QÍNG BÀO 反情报</p>	<p>1.1 identify state factual information 1.2 possibility 2.4.1 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation</p> <p>4.5 warnings 4.6 directions/instructions/commands</p>	<p>The student will demonstrate his/her ability to perform the steps in EO C.8-2 DEVELOPING THE SUBJECT.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*These functions are of high frequency in developing main points in a lesson.</p> </div>



TSO No. 11BELSF / C-8.01 / CM
TSO
E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>He is also responsible for the <u>training plans</u> in intelligence operations in support of the unit.</p> <p>The instructor then goes on to describe the responsibilities of the S-3, S-4, and S-5 staff members. He then touches on the common functions of all staff members:</p> <p>Apart from their specific responsibilities, all staff members also share common functions:</p>	<p>XUN LIAN JI HUA 訓練計劃</p>		



TSO No. 11BELSE / C.8.01 / CM

TSO

EO

TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
1. <u>Providing information</u>	'GONG JI QING BAO 供给情报	
2. <u>Making estimates</u>	'PAN DUAN 判断	
3. <u>Making recommendations</u>	'TUO JIAN 推荐	
4. <u>Preparing plans and orders</u>	'ZHUN BEI JI HUA HE MING LING 准备计划和命令	
5. <u>Supervising the execution of plans and orders</u>	'JIAN DU JI HUA HE MING LING DE ZHI XING 监督计划和命令的执行	The student will conclude the lesson by recalling main points and recommending course of action.

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.01 / CM

Crit	English	Target Language: CHINESE	
/x/	administrative	XÍNG ZHÈNG	行政
/x/	analyze	FĒN XÍ	分析
/x/	apply	YÙN Yòng	运用
/x/	Assistant Chief of Staff, G-1, Personnel	CĀN YÍ Rén Shì Zhù Lǐ CĀN MÓU Zhǎng	参一人事助理参谋长
/x/	Assistant Chief of Staff, G-2, Intelligence	CĀN ÈR Qíng Bào Zhù Lǐ	参二情报助理
/x/	Assistant Chief of Staff, G-3, Operations and Training	CĀN SĀN Zuò Zhàn Xùn LIàn Zhù Lǐ CĀN MÓU Zhǎng	参三作战训练助理参谋长
/x/	Assistant Chief of Staff, G-4, Logistics	CĀN Sì Hòu Qín Zhù Lǐ CĀN MÓU Zhǎng	参四后勤助理参谋长
/x/	Assistant Chief of the General Staff	CĀN MÓU Cì Zhǎng	参谋次长
/	carry out duty(ies)	ZHÍ HÁng Rèn Wù	执行任务
/x/	Chief of the General Staff	CĀN MÓU Zǒng Zhǎng	参谋总长
/	commander	ZHǐ Huī Guān	指挥官
/x/	command post	ZHǐ Huī Bù	指挥部
/	complete	WÁN Chéng	完成
/x/	counterintelligence	Fǎn Qíng Bào	反情报
/x/	distinguish	SHÍ BIÉ	识别
/x/	Deputy Chief of the General Staff	Fù CĀN MÓU Zǒng Zhǎng	副参谋总长
/x/	duty	Rèn Wù	任务
/x/	exercise authority	ZHÍ Zhǎng	执掌
/x/	final purpose	ZUì Zhōng Mù Dì	最终目的
/x/	flight	FĒN Duì	分队
/x/	front line	QIÁN Xiàn	前线
/	general staff	GĀO Jí CĀN MÓU	高级参谋
/	general staff	GĀO CĀN (abbreviation)	高参
/x/	general staff of communication	Tōng Xìn CĀN MÓU	通信参谋

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.01 / CM

Crit	English	Target Language: CHINESE	
/x/	general staff of intel- ligence	QÍNG BÀO CĀN MÓU	情报参谋
/x/	general staff of liaison	LIÁN LÀO CĀN MÓU	联络参谋
/x/	general staff of logis- tics	HÒU QÍN CĀN MÓU	后勤参谋
/x/	general staff of mili- tary information	DÍ BÀO CĀN MÓU	谍报参谋
/x/	general staff of poli- tical war	ZHÈNG ZHÀN CĀN MÓU	政战参谋
/x/	general staff of psy- chological war	XĪN ZHÀN CĀN MÓU	心战参谋
/x/	general staff of warfare	ZUÒ ZHÀN CĀN MÓU	作战参谋
/ /	intelligence	QÍNG BÀO	情报
/x/	intelligence informa- tion	QÍNG BÀO ZÍ LIÀO	情报资料
/x/	intelligence operation	QÍNG BÀO ZUÒ YÈ	情报作业
/x/	judge	YÁN PÁN	研判
/x/	making estimates	PÀN DUÀN	判断
/x/	making recommendations	TUÌ Jiàn	推荐
/x/	operation	ZUÒ YÈ (RÈN WU)	作业(任务)
/x/	operational plan	ZUÒ YÈ JÌ HUÀ	作业计划
/x/	operational procedure	ZUÒ YÈ CHÉN XÙ	作业程序
/x/	organization	BIĀN Zǔ	编组
/ /	planning	JÌ HUÀ	计划
/x/	preparing plans and orders	ZHǔN BÈI JÌ HUÀ HÉ MING LǐNG	准备计划和 命令
/ /	process	ZHěNG Lǐ	整理
/x/	production of intelli- gence	QÍNG BÀO DE CHǎN SHēNG	情报的产生
/x/	providing information	GōNG Jǐ QÍNG BÀO	供给情报
/x/	psychological operation	XĪN Lǐ ZUÒ ZHàn	心理作战
/ /	psychological war	XĪN Lǐ ZUÒ ZHàn	心理作战

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.01 / CM

Crit	English	Target Language: CHINESE	
/x/	psychological war	XIN ZHAN (abbreviation)	心战
/x/	small unit	XIAO ZU, XIAO DUI	小组, 小队
/x/	sphere of authority	QUAN LI FAN WEI	权力范围
/x/	staff	CAN MOU	参谋
/x/	supervise the execution of plans and orders	JIAN DU JI HUA HE MING LING DE ZHI XING	监督计划和 命令的执行
/x/	supply	BU JI	补给
/x/	support	ZHI YUAN	支援
/x/	training plans	XUN LIAN JI HUA	训练计划
/x/	use of intelligence and information	QING BAO HE ZI LIAO DE YUN YONG	情报和资 料的运用
/ /			
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TSO Map

TSO LIBEL SE / C-8-01 / CM

RECOMMENDED TRAINING SEQUENCE

NA ① 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C-8/1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See ISO LIBEL SE/C-8-01/CM: I-04

Technical Documents: FM 31-21 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

VIII-12

M.01

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT	PROVIDE COMMUNICATIVE GUIDANCE
Gain attention 3.7/5.5.1/6.1.1/6.2/6.3	Encourage questions 6.9
Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1	Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/
State learning objectives 1.1/1.2	2.10.2/2.12.1/2.12.2/2.13/3.1.1/
Provide overview of activities and/or procedures 1.1/1.2/3.7	3.1.2/3.6/3.10.1/3.10.2/4.7
Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2	Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/
DEVELOPING THE SUBJECT	3.3.2/3.10.1/3.10.2
Identify/define main points 1.1/1.1/3.10.1	Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7
Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/	
2.6/2.8/3.10.1/4.1/4.5/4.6	
CONCLUDING THE LESSON	
Recall main points 1.1/1.2/2.3.1/2.3.2	
Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7	



TSO No. 11BF1.SF / C.8.02 / CM

TSO

EO

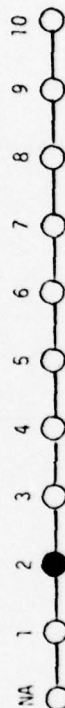
TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Introduction</u></p> <p>Good day. My name is _____. Our topic for today is <u>'Intelligence Cycle'</u>.</p> <p><u>What is Intelligence Cycle</u></p> <p>Intelligence Cycle is the way we <u>systematically collect and make use of intelligence information.</u></p> <p>The <u>four phases of the Cycle</u></p> <p>There are four phases in the Intelligence Cycle:</p> <p>1. <u>Directing the collection effort</u></p>	<p>¹ QÍNG BÀO XÚN HUÁN 情报循环</p> <p>² Yǒu zǔ zhī de sōu jí 有组织的搜集</p> <p>³ Cǎi yòng 采用</p> <p>⁴ XÚN HUÁN DE SÌ BÈ ZÒU 循环的四个步骤</p> <p>⁵ Zhǐ dǎo 指导</p>	<p>5.1 greet 5.5.1 introduce oneself</p> <p>1.1 identify state factual information 1.2</p> <p>1.1 identify state factual information 1.2</p>	<p>The student will gain attention, motivate trainees, and state the learning objectives as defined in EO C.8-1.</p> <p>The student will demonstrate his ability to develop the subject of "Intelligence cycle" following the steps in EO C.8-2.</p>



TSO



EO



TASK SCENARIO

COMMENTS
Culture/References/Supplements

FUNCTIONS
Major Descriptors

KEY TERMS
Vocabulary Items

2. Collecting the information

3. Processing the collected information

4. Disseminating and using the resulting

intelligence

How do the four phases operate

* Although the four phases seem to follow one

another, they can also all take place at the same

time. Also, as new information is being collec-

ted, information collected earlier is analyzed,

¹ SŌU JÍ 搜集

² CHŪ Lǐ SŌU JÍ LÁI DE Zǐ LIÀO 处理收集来的资料

³ SÀN BÙ HE YING YONG SUO HUO QING BAO 散布和应

用所获情报

⁴ SUÍ RÁN 虽然,

⁵ YI GE GEN LING YI GE 一个跟另一个

⁶ TONG SHI FA SHENG 同时发生

⁷ XIAN QIAN SŌU JÍ DE 先前搜集的

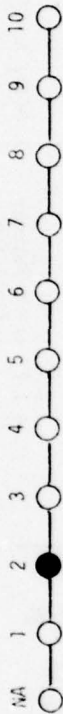
⁸ FEN XI 分析

1.1 identify
state factual
1.2 information



TSO No. 1181.SF / C.8.02 / CM
TSO
EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>processed, and disseminated.</p> <p>As the ¹topic is called Intelligence Cycle, all the phases are operating ²continuously and in a</p> <p>³cyclical fashion. Now let's talk about what happens in each phase.</p> <p>Directing the collection effort</p> <p>This phase begins with ⁴deciding what ⁵sorts of intelligence information are needed and which</p>	<p>¹ ZHǔ TÍ 主题</p> <p>² LIÁN XÙ DÌ 连续地</p> <p>³ XÚN HUÁN DE FĀNG SHÌ 循环的方式</p> <p>⁴ JUÉ DÌNG 决定</p> <p>⁵ ZHǒNG LÈI 种类</p>	<p>1.1 identify state factual information</p> <p>1.2</p>	<div style="border: 1px solid black; padding: 5px;"> <p>The student must be able to provide simple definitions of intelligence terms, give examples and non-examples, and make comparisons when appropriate.</p> </div>



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TSO

E0

TASK SCENARIO

KEY TERMS
Vocabulary Items

FUNCTIONS
Major Descriptors

COMMENTS
Culture/References/Supplements

ones are more important than others. ¹A plan is drawn up to show what are the most important areas for collection of information. This plan is kept ²up to date all the time. When the ³situation changes or the ⁴nature of the information changes, the plan will be changed to ⁵the new situation or the information. The plan shows the ⁶reason that information is needed and can be used to produce ⁷requests to be sent to the

¹ LÌ HǎO JÌ HUÀ 立好计划

² ZUÌ Jìn DE, ZUÌ Xīn DE 最近的, 最新的
³ QíNG KUǎNG GǎI BIÀN 情况改变
⁴ QíNG BÀO DE BĒN ZHÌ 情报的本质
⁵ SHÌ YìNG 适应

⁶ Lǐ Yóu 理由

⁷ YāO QIú 要求

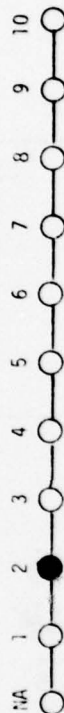
The student will follow the steps in E0 C.8-2.

3.10.1 importance

2.6 need

2.8 obligation

4.6 directions/ instructions/ commands

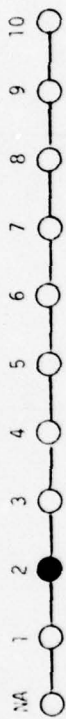


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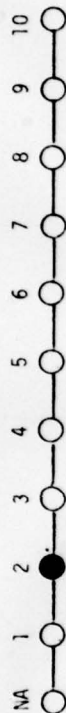
L / EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
¹ collection agencies ² most capable for the tasks. Collecting the information After the agencies have received the ³ specific orders and requests to collect certain informa- tion, the ⁴ collection efforts are ⁵ supervised to ⁶ make sure that these orders and requests are carried out ⁷ effectively and ⁸ timely. Processing the collected information After ⁹ information is collected, it is not usable	¹ QÍNG BÀO SŌU JÍ BÙ MÉN 情报搜集部门 ² ZUÌ NÉNG GÀN 最能干 ³ TÈ SHŪ DE MING LING 特殊的命令 ⁴ SŌU JÍ GŌNG ZUÒ SŌU JÍ GŌNG ZUÒ 搜集工作 ⁵ JIĀN DŪ 监督 ⁶ WU SHǐ 务使 ⁷ YŌU XIÀO DE 有效的 ⁸ HÉ SHÍ DE 合时的 ⁹ ZĪ LIÀO 资料	1.1 identify 1.2 state factual information 4.6 instructions/ directions/ commands 1.1 identify 1.2 state factual information	Refer to EO C.8-2. Refer to EO C.8.2.



TSO No. 11BF1.SF / C.8.02 / CM
TSO
EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>as intelligence until it is ¹processed. There</p> <p>are three steps in this phase:</p> <ol style="list-style-type: none"> ²Recording ³Evaluating the information to see if <p>it is what is needed, ⁴reliable and</p> <p>⁵accurate.</p> <ol style="list-style-type: none"> ⁶Interpreting the information to find <p>what is ⁷really meant and how ⁸important</p> <p>it is.</p>	<p>¹BÈI CHǔ Lǐ GUÒ 被处理过</p> <p>²Jì Lù 记录</p> <p>³Jiàn Dìng 鉴定</p> <p>⁴Kě Kào 可靠</p> <p>⁵Zhèng Què 正确</p> <p>⁶Yán Pàn 研判</p> <p>⁷Zhēn Yì 真意</p> <p>⁸Zhòng Yào 重要</p>		



TSO No. 118E1 SE / C.8.02 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Disseminating and using the resulting intelligence</u></p> <p>The intelligence information resulting from the processing phase is <u>distributed</u> to different <u>users</u>.</p> <p>A useful intelligence information is one that can help the <u>commander</u> in deciding on what additional intelligence is needed.</p>	<p>¹ FĒN PÈI 分配</p> <p>² YŌNG ZHĚ 用者</p> <p>³ ZHĪ HUĪ GUĀN 指挥官</p>	<p>1.1 identify 1.2 state factual information</p>	<p>Refer to EO C.8-2.</p> <p>The student will conclude the lesson as required in EO C.8-3.</p>

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.02 / CM

Crit	English	Target Language: CHINESE	
/x/	accurate	ZHÈNG QUÈ	正确
/x/	although	SUǐ RÁN	虽然
/x/	analyzed	FĒN XĪ	分析
/	a plan is drawn up	LÌ HǎO JÌ HUÀ	立好计划
/	Chief of the Intelligence Unit	QÍNG BÀO SHǒU ZHǎNG	情报首长
/	colleagues (or subordinates)	GÀN BÙ	干部
/x/	collected earlier	Xiān Qián Sōu Jí DE	先前搜集的
/x/	collecting	Sōu Jí	搜集
/x/	collection agencies	QÍNG BÀO Sōu Jí BÙ MÉN	情报搜集部门
/	collection effort	Sōu Jí Gōng Zuò	搜集工作
/	commander	ZHǐ HUǐ GUǎN	指挥官
/	concealed	QIÁN FÚ	潜伏
/x/	confidential	Jī Mì	机密
/x/	continuity	LIÁN QUÀN XìNG	连贯性
/x/	continuously	LIÁN XÙ BÙ DUÀN	连续不断
/x/	core	HÉ XīN Zǔ ZHĪ	核心组织
/	core member(s)	HÉ XīN FÈN Zǐ	核心份子
/x/	counterespionage		
/	cyclical fashion	XÚN HUÁN DE FāNG SHÍ	循环的方式
/	decide	JUÉ DìNG	决定
/	depute	PAI QIǎN	派遣
/	direct	ZHǐ DǎO	指导
/x/	directing operation	ZUÒ YÈ ZHǐ DǎO	作业指导
/x/	direct intelligence information	ZHÍ JIĒ QÍNG BÀO	直接情报
/x/	disseminate	SǎN BÙ	散布
/x/	disseminating and using the resulting intelligence	SǎN BÙ HÉ YìNG Yòng SUǒ HUÒ QÍNG BÀO	散布和应用 所获情报
/x/	distribute	FĒN PÈI	分配

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.02 / CM

Crit	English	Target Language: CHINESE	
<input checked="" type="checkbox"/>	division(s) involved	Yǒu GUāN BÙ MÉN	有关部门
<input checked="" type="checkbox"/>	effectively	Yǒu Xiǎo DE	有效的
<input checked="" type="checkbox"/>	enforce	SHÍ SHI	实施
<input checked="" type="checkbox"/>	evaluating	JIÀN DÌNG	鉴定
<input checked="" type="checkbox"/>	exchange intelligence	QÍNG BÀO JIǎO HUàn	情报交换
<input checked="" type="checkbox"/>	follow one another	YI GÈ GĒN LING YI GÈ	一个跟另一个
<input checked="" type="checkbox"/>	four phases of the cycle	XÚN HUÁN DE SÌ BÙ ZÒU	循环的四步 马聚
<input type="checkbox"/>	giving orders	Xià Dá MìNG LìNG	下达命令
<input type="checkbox"/>	important	ZHÒNG YÀO	重要
<input type="checkbox"/>	indication	ZHǐ SHI	指示
<input checked="" type="checkbox"/>	indirect intelligence information	JIàn Jiē QÍNG BÀO	间接情报
<input checked="" type="checkbox"/>	information	ZI LIào	资料
<input checked="" type="checkbox"/>	information leak	Xiè LOÙ	泄漏
<input checked="" type="checkbox"/>	intelligence agent(s)	TÈ WU RÉN YUÁN	特务人员
<input checked="" type="checkbox"/>	intelligence cycle	QÍNG BÀO XÚN HUÁN	情报循环
<input checked="" type="checkbox"/>	intelligence specialists	QÍNG BÀO ZHUǎN YUÁN	情报专员
<input type="checkbox"/>	intention	YI TÚ	意图
<input checked="" type="checkbox"/>	interpret	YÁN Pàn	研判
<input type="checkbox"/>	make sure	WU SHI	务使
<input type="checkbox"/>	make use	Cǎi YòNG	采用
<input type="checkbox"/>	mission	Rèn WU, SHI MìNG	任务, 使命
<input type="checkbox"/>	most capable	ZUì NÉNG GÀN	最能干
<input checked="" type="checkbox"/>	national defense	GUÓ FÁNG JI Mì	国防机密
<input type="checkbox"/>	security		
<input checked="" type="checkbox"/>	nature of the infor- mation	QÍNG BÀO DE BĒN ZHÍ	情报的本质
<input type="checkbox"/>	need	XU QIÚ	需求
<input type="checkbox"/>	operating method(s)	GōNG ZUò FāNG SHI	工作方式
<input type="checkbox"/>	others	QI Tā	其他
<input type="checkbox"/>	other sources	QI Tā Lái YUÁN	其他来源

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.02 / CM

Crit	English	Target Language: CHINESE	
/x/	personnel management	YUN YONG REN YUAN	运用人员
/x/	planning	Jì HUÀ	计划
/x/	processed	BÈI CHǔ Lǐ GUÒ	被处理过
/x/	processing the collected information	CHǔ Lǐ SŌU JÍ LÁI DE ZĪ LIÀO	处理搜集来的 资料
/x/	priorities	YŌU XIĀN	优先
/ /	really meant	ZHĒN Yì	真意
/ /	reason	Lǐ YŌU	理由
/ /	recording	Jì Lù	记录
/ /	relay quickly	Xùn Sù Chuán Dì	迅速传递
/x/	reliable	Kě Kào	可靠
/x/	request	Yāo Qiú	要求
/x/	requirements	Tiáo Jiàn	条件
/x/	restricted	Mì	密
/x/	scheme(s), skill	Shǒu Duàn	手段
/x/	secret	Jí Jī Mì	极机密
/x/	selection	Xuǎn Zé	选择
/x/	situation changes	Qíng Kuàng Gǎi Biàn	情况改变
/x/	sorts	Zhǒng Lèi	种类
/x/	special units	Tè Bié Dān Wèi	特别单位
/x/	specific orders	Tè Shū De Mìng Lìng	特殊的命令
/x/	staff	Cān Móu	参谋
/x/	suit	Shì Yìng	适应
/x/	supervise	Jiān Dū	监督
/x/	systematically collect	Yǒu Zǔ Zhī De Sōu Jí	有组织的搜集
/x/	take place at the same time	Tóng Shí Fā Shēng	同时发生
/x/	the inside contact	Nèi Xiàn	内线
/x/	timely	Hé Shí De	合时的
/x/	top secret	Jué Duì Jī Mì	绝对机密
/x/	topic	Zhǔ Tí	主题
/x/	troops	Bù Duì	部队

TSO Map

TSO 11BF1.SF / C.8.02 / CM

M.01

RECOMMENDED TRAINING SEQUENCE

NA	1	2	3	4	5	6	7	8	9	10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BF1.SF/C.8.02/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7 Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2	PROVIDE COMMUNICATIVE GUIDANCE Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7
DEVELOPING THE SUBJECT Identify/define main points 1.1/1.1/3.10.1 Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6	
CONCLUDING THE LESSON Recall main points 1.1/1.2/2.3.1/2.3.2 Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7	

TERMINAL SKILL OBJECTIVE

No. 11BF1-SF / C.8.03 / CM

DOCUMENTATION: Interview and survey data, Special Forces
11BF1 MOS holders; Special Forces task analysis data from
10th SFG, Ft. Devens; Field Manual FM 31-21

COMMUNICATIVE TASK

COMPONENTS

Role ☐ InstructorCom Act ☐ TeachesAudience ☐ Group/IndividualTopics ☐ Security/SafeguardingPurpose ☐ Training security guards

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face situation on a group or individual basis the concept of security and safeguarding by describing the importance of security, identifying the three security objectives, and identifying the eight ways guerrilla-force security can be increased for the purpose of training security guards.

CONDITIONS

PREPARATION TIME

1 hour

PERFORMANCE TIME

20 min.

Materials/Equipment

Materials/Equipment

Field manual, standard and blackboard, chalk, prepared

technical dictionaries, charts

job aids.

REGISTER

Speech	Print
techno-jargon	technical
formal	literary
<input checked="" type="checkbox"/> colloquial	informal

MacroSTANDARDS

DESCRIPTION The student will explain the concept of a security guard in the Chinese language to an audience, and correctly answer questions on the topic.
He/she will cover all critical topical points, be easily intelligible to the audience, and will employ appropriate vocabulary and functions as identified in T.03 and T.04 in the presentation.

LPM INDICES

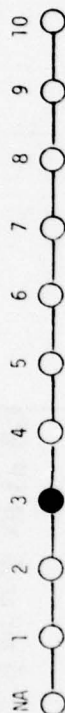
Functions	Vocabulary
1.0 Fact Info	<input checked="" type="checkbox"/> military
2.0 Intell Att	<input checked="" type="checkbox"/> technical
3.0 Emo Att	<input type="checkbox"/> other
4.0 Suasion	
5.0 Soc Rit	
6.0 Man Comm	

See T.04



TSG No. 11BF1.SF / C.8.03 / CM
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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>We are now going to discuss the topic of</p> <p>'security guard in a ²Guerrilla Warfare Operational</p> <p>Area.</p>	<p>¹Jǐng Wèi 警卫</p> <p>²Yóu Jī Zhàn Qū 游击战区</p>		<p>The student will gain attention, motivate trainees, and state the learning objectives according to EO C.8-1.</p>
<p><u>Why is security important</u></p> <p>Security is ³vital to ⁴survival. There are three security ⁵objectives:</p> <p>1. Prevent the enemy from knowing what</p> <p>the ⁶Guerrilla force is doing, how it is</p> <p>⁷structured, and where it is.</p>	<p>³Bì yào 必要</p> <p>⁴Shēng cún 生存</p> <p>⁵Mù biāo 目标</p> <p>⁶Yóu jī duì 游击队</p> <p>⁷Yǒu zǔ zhī de 有组织的</p>	<p>1.1 identify state factual information</p> <p>1.2</p>	<p>The student will develop the subject of Security Safeguarding according to the steps in EO C.8-2.</p>



TSO No. 11BFLSF / C.8.03 / CM

TSO

E0

TASK SCENARIO

2. Prevent the enemy from attacking the

Guerrilla force.

3. ²Develop an ³area command organization.

The instructor then explains these three objectives at length and goes on to how to make them operational.

There are eight ways that the security of the

Guerrilla force can be ⁴increased:

KEY TERMS
Vocabulary Items

GONG JI 攻击

²FĀZHĀN

发展

³ZHÀN QŪ ZHǐ HUǐ ZǒNG BÙ

战区指挥总部

⁴ZēNG JIĀ 增加FUNCTIONS
Major Descriptors

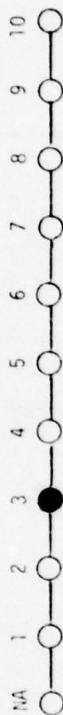
1.1 identify
1.2 state factual
information
4.6 instructions/
commands
4.5 warnings
2.4.1 possibility
2.4.2 impossibility
2.5.1 capability
2.5.2 incapability
3.10.1 importance

COMMENTS
Culture/References/Supplements

The student must be able to provide simple definitions for each security term, give examples and non-examples, and make comparisons.

T.02

Page 3 of 4



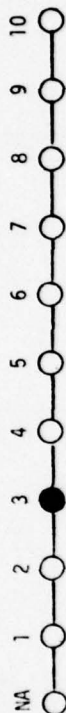
TSG No. 11BFL.SF / C.8.03 / CM

TSO

E0

TASK SCENARIO

COMMENTS
Culture/References/SupplementsFUNCTIONS
Major DescriptorsKEY TERMS
Vocabulary Items1. Compartmentalization of activitiesHUÓ DONG DE FEN LEI
活动的分类2. Dispersion and tactical securitySHU SAN
疏散3. Communication securityZHAN SHU DE JING JIE
战术的警戒
TONG XUN DE JING JIE
通讯的警戒4. Mobility of unitDAN WEI DE LIU DONG XING
单位的流动性5. Camouflage, light, and noise disciplineWEI ZHUANG
伪装
DENG GUANG HE SHENG YIN DE
灯光和声音的管制
GUAN ZHI6. Counterintelligence measuresFAN QING BAO CUO SHI
反情报措施



TSO No. 11BF1.SF / C.8.03 / CM

TSO

E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
7. <u>Physical security and² warning systems</u>	¹ DĀN WĒI BĒN SHēN JǐNG WĒI 单位本身警卫 ² JǐNG BÀO XÌ TǒNG 警报系统 ³ FǎN XUĀN CHUĀN CUÒ SHĪ 反宣传措施		The student will conclude the lesson in accordance with the steps in E0 C.8-3.
8. <u>Counter-propaganda measures</u>			

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.03 / CM

Crit	English	Target Language: Chinese	
/x/	ambuscade	FÚ JÍ	伏击
/x/	ambush	MÁI FÚ	埋伏
/x/	area commander	ZHÀN QŪ ZHǐ HUǐ GUĀN	战区指挥官
/x/	area command organiza- tion	ZHÀN QŪ ZHǐ HUǐ ZŌNG BŮ	战区指挥总 部
/x/	area under martial law	JIÈ YÁN DÈ QŪ	戒严地区
/x/	assault force(s)	TŪ JÍ BÙ DUÌ	突击部队
/x/	attack	GŌNG JÍ	攻击
/x/	battalion	DÀI DUÌ	大队
/x/	blackout	DÈNG HUǒ GUǎN ZHì	灯火管制
/x/	camouflage	WÉI ZHUĀNG	伪装
/x/	command post	ZHǐ HUǐ BŮ	指挥部
/x/	communication security	TŌNG XŪN DE JǐNG JIÈ	通讯的警戒
/x/	communication team	TŌNG XŪN ZŪ	通信组
/x/	compartmentalization	FĒN LÈI	分类
/x/	compartmentalization of activities	HUÓ DŌNG DE FĒN LÈI	活动的分类
/x/	concealment	YǐN Bì	隐蔽
/x/	counterintelligence measures	FǎN QÍNG BÀO CUÒ SHĪ	反情报措施
/x/	counterpropaganda measures	FǎN XUĀN CHUÁN CUÒ SHĪ	反宣传措施
/x/	covering force(s), screening force(s)	YǎN Hù Bù DUÌ	掩护部队
/x/	demolition squad	BÀO Pò ZŪ	爆破组
/x/	develop	FĀ ZHĀN	发展
/x/	dispersion	SHŪ SÀN	疏散
/ /	dusk	FÚ XIǎO	拂晓
/ /	exercise (training)	YǎN XÍ	演习
/x/	field	YĚ WÀI	野外
/x/	field exercise	YĚ WÀI YǎN XÍ	野外演习
/x/	field forces	YĚ ZHàn JŪN	野战军

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.03 / CM

Crit	English	Target Language: Chinese	
/x/	guard	WÈI BING	卫兵
/x/	guerrilla forces	YÓU JI DUÌ	游击队
/x/	guerrilla warfare	YÓU JI ZHàn	游击战
/x/	guerrilla warfare operational area	YÓU JI ZHàn QŪ	游击战区
/x/	headquarter	SĪ LING BÙ	司令部
/ /	increase	ZĒNG JIÀ	增加
/x/	inner security zone	NÈI JING JIÈ QŪ	内警戒区
/x/	interior guard	NÈI JING WÈI	内警卫
/x/	liaison connecting group	LIÁN LǎO ZŪ	联络组
/x/	light and noise dis- cipline	DĒNG GUāNG HÉ SHĒNG YĪN DE GUǎN ZHì	灯光和声音的 管制
/x/	march security	XÚN LUÓ JING	巡逻警
/x/	military discipline	JŪN Jì	军纪
/x/	militia	MÍN BING	民兵
/x/	mobility of unit	DĀN WÈI DE LIÚ DÒNG XING	单位的流动性
/x/	objectives	MŪ BIĀO	目标
/x/	outer security zone	WÀI JING JIÈ QŪ	外警戒区
/x/	out guard	BŪ SHÀO	步哨
/x/	outpost	QIÁN SHÀO	前哨
/x/	partisan	BIÉ DONG DUÌ YUÁN CĀN JIĀ YÓU JI ZHàn RÉN MÍN	别动队员参 加游击战人 民
/x/	physical security	DĀN WÈI BĒN SHĒN JING WÈI	单位本身警卫
/x/	post (guard)	Fàng SHÀO	放哨
/x/	propaganda war	XUĀN CHUĀN ZHàn	宣传战
/x/	reconnaissance party	ZHĒN CHÁ ZŪ	侦察组
/x/	reconsignment	SHĒNG DONG JĪ XĪ	声东击西
/x/	region	QŪ	区
/x/	rumor monger	SǎN BŌ YÁO YÁN ZHĒ	散播谣言者
/x/	scheme of maneuver	JĪ DONG Jì HUÀ, BING Lì YŪN YONG Jì HUÀ	基动计划, 兵力运用计划

TSO Map

TSO 11BF1.SF / C.8.03 / CM

RECOMMENDED TRAINING SEQUENCE

NA 1 2 ③ 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8 / 1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See ISO 11BEL SE/C.8.03/CM. I.0A

Technical Documents: FM 31-21 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

VIII-34

M.01

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

<p>INTRODUCING THE SUBJECT</p> <p>Gain attention 3.7/5.5.1/6.1.1/6.2/6.3</p> <p>Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1</p> <p>State learning objectives 1.1/1.2</p> <p>Provide overview of activities and/or procedures 1.1/1.2/3.7</p> <p>Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2</p>	<p>PROVIDE COMMUNICATIVE GUIDANCE</p> <p>Encourage questions 6.9</p> <p>Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7</p> <p>Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2</p> <p>Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7</p>
<p>DEVELOPING THE SUBJECT</p> <p>Identify/define main points 1.1/1.1/3.10.1</p> <p>Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6</p>	
<p>CONCLUDING THE LESSON</p> <p>Recall main points 1.1/1.2/2.3.1/2.3.2</p> <p>Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7</p>	

TERMINAL SKILL OBJECTIVE

Page T.01

No. 11BF1.SF / C.8.04 / CM

DOCUMENTATION: Interview data, Special Forces 11BF1 jobholders;
Survey data, Special Forces 11BF1 jobholders; TEC lessons:
935-071-1026-F; Special Forces Task Analysis data, 10th SFG,
Ft. Devens; Correspondence subcourse: Infantry Subcourse, 034-3

COMMUNICATIVE TASK

COMPONENTS

Role ☐ Instructor
Com Act ☐ Teaches
Audience ☐ Group/Individual
Topics ☐ Collection of Information
Purpose ☐ Train others to collect

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face situation on a group or individual basis the techniques of information collection by (1) identifying the three types of information, (2) identifying six sources of information available as combat intelligence, (3) identifying three techniques of information collection, and (4) how to collect and report on a given tactical situation for the purpose of training others to collect intelligence information.

CONDITIONS

PREPARATION TIME

2 hours

PERFORMANCE TIME

30 min.

Materials/Equipment

Materials/Equipment

Field manuals, standard

Blackboard, chalk, prepared

dictionary, technical dic-

charts, drawings.

tionary

REGISTER

Speech ☐ Print
techno-jargon ☐ technical
formal ☐ literary
☒ colloquial ☐ informal

MacroSTANDARDS

DESCRIPTION The student will explain the techniques of information collection in the Chinese language to an audience and correctly answer questions posed by audience members. His/her presentation will be easily understandable and will use appropriate functions and vocabulary as specified in T.03 and T.04.

LPM INDICES

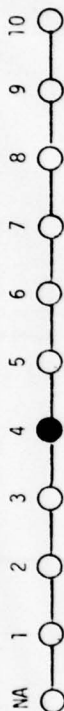
Functions

1.0 Fact Info
2.0 Intell Att
3.0 Emo Att
4.0 Suasion
5.0 Soc Rit
6.0 Man Comm

Vocabulary

☒ military
☒ technical
☐ other

See T.04

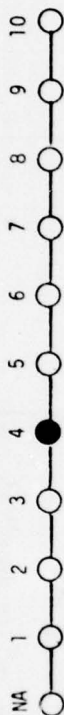


TSO No. 11BF1.SF / C.8.04 / CM

TSO

E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Introduction</u></p> <p>Good day. My name is _____. I am your</p> <p>instructor for the ¹collection of intelligence</p> <p>information.</p> <p>There are two important things to ²remember in</p> <p>the collection of information. They are that</p> <p>the information must be ³thorough and the</p> <p>⁴reporting must be ⁵timely. To save time, it is</p> <p>often best if you can report information ⁶orally.</p>	<p>SOÙ JÍ QÍNG BÀO 搜集情报</p> <p>JÌ ZHÙ 记住</p> <p>CHÈ Dǐ 彻底</p> <p>BÀO GÀO 报告 YÍNG SHÍ 应付 Kǒu SHÙ 口头</p>	<p>5.1 greet 5.5.1 introduce oneself</p> <p>2.3.1 remembering 2.8 obligation 4.6 directions/ instructions/ commands</p>	<p>The students will gain attention, motivate the trainees, and the learning objectives for the "collection of information" according to the steps in E0 C.8-1.</p> <p>The student will develop the lesson on collection of information according to the steps in E0 C.8-2.</p>

T.02
Page 2 of 7

TSO No. 11BEL.SF / C.8.04 /

TSO

EO

TASK SCENARIO

If this is not possible, then written notes should be reported. In any case, writing down information is a good practice.

² Three Kinds of Information

What kind of information are we interested in?

There are three kinds: ³ Weather, ⁴ Enemy, and

⁵ Terrain.

Think of them as ⁶ Sky, ⁷ Earth, and ⁸ Man.

KEY TERMS
Vocabulary Items

‘Bǐ jì 笔记

FUNCTIONS
Major Descriptors

1.1 identify
1.2 state factual
information

COMMENTS
Culture/References/Supplements

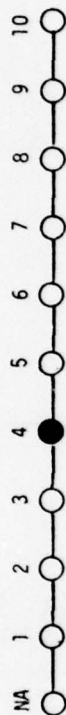
² SĀN ZHǒNG 三种

³ TIĀN QÌ 天气
⁴ DÍ RÉN 敌人
⁵ DÌ SHÌ 地势

⁶ TIĀN 天
⁷ DÌ 地
⁸ RÉN 人

T.02

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TSO No. 11BFLSF / C.8.04 / CM

TSO

EO

TASK SCENARIO

Six Sources of Information

Where do we get information from? There are six

basic sources of information:

1. Enemy activities2. Captured prisoner of war3. Captured enemy document4. Captured enemy materials or equipment5. Local civilians6. Recovered own or allied personnelCOMMENTS
Culture/References/SupplementsFUNCTIONS
Major DescriptorsKEY TERMS
Vocabulary Items

¹ LIU ZHONG LAI YUAN
六种来源

² DI REN XING DONG
敌人行动

³ ZHAN FU ZHAN FU
战俘

⁴ LUO LAI DI FANG WEN JIAN
缴来敌方文件

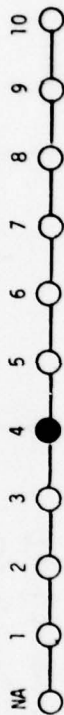
⁵ LUO LAI DI FANG JUN XIE
缴来敌方军械

⁶ BEN DI JU MIN
本地居民

⁷ JIU CHU BEN JUN HUO YOU JUN
救出本军或友军
人员

1.1 identify
1.2 state factual
information

The student must be able to provide
simple definitions, give examples and
non-examples, and make comparisons as
required.



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
'Three Methods of Collecting Information	'SĀN GE BÀN FĀ 三个办法	1.1 identify 1.2 state factual information	
How do we get information from the sources?			
There are in general three methods of doing this:	² GUĀN CHÁ 观察		
1. ² Observe	³ WÈN HUÀ 问话		
2. ³ Question	⁴ SHEN CHÁ 审察		
3. ⁴ Examine	Let's see how we can collect information by using these three methods. First, we can observe the enemy. Then, we can question local civilians.	4.6 directions/ instructions/ commands	



TSO No. 11BF1.SF/ C.8.04 / CM

TSO

E0

TASK SCENARIO

COMMENTS
Culture/References/SupplementsFUNCTIONS
Major DescriptorsKEY TERMS
Vocabulary Items

And, if we have them, we can examine captured

enemy documents.

Remember, we need to know ¹what, ²where, and ³when

of the ⁴situation.

Six ⁵Key Words in Reporting Information

What are the key words to remember when we report

information? There are six key words:

1. ⁶Size-also report ⁷what it is

2. ⁸Activity-in which ⁹direction is the enemy moving

¹SHEN ME 什么
²HE DI 何地
³HE SHI 何时
⁴QING SHI 情势
⁵YAO DIAN 要点

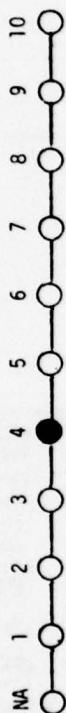
⁶DÀ XIAO 大小
⁷TĀ SHÌ SHÉN ME 它是什么
⁸XÍNG DÒNG 行动
⁹FĀNG XIANG 方向

Refer to E0 C.8-2.

2.3.1 remembering

1.1 identify
1.2 state factual information
3.10.1 importance

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
3. ¹ Location-give ² map coordinates, if possible; also what the terrain is like	¹ FANG WEI 方位 ² DI TU JING WEI DU 地图经纬度		
4. ³ Unit- <u>identify</u> what it is	³ DAN WEI 单位 ⁴ ZHI MING 指明 ⁵ SHI JIAN 时间 ⁶ QI XIE 器械		
5. ⁷ Time	⁷ YOU ZU ZHI DE 有组织的 ⁸ XIAO JIE 小节 ⁹ PI RU 譬如		
6. ¹⁰ Equipment- <u>Systematically report in detail</u> . ¹¹ For example, when identifying uniforms, go from <u>top to bottom</u> . When describing equipment, go from <u>front to rear</u> .	¹⁰ JUN ZHUANG 军装 ¹¹ BING ZHI DI 顶底 ¹² MIAO SHU 描述 ¹³ QIAN ZHI HOU 前后 ¹⁴ FA SHENG ZHONG 发生中 ¹⁵ MEI YOU PING CHANG DE XING DONG 没有平常的行动		
Do we report information only when something is happening? No; sometimes it is important to report <u>the absence of usual activity</u> . The enemy may be planning for something that we should know about.			



TSO No. 11BF1.SF / C.8.04 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
(Optional)			
Now I will show you a picture of some activities.			The student will ask and answer questions on the information in the picture.
'Study it carefully, then I will put it away.' You	'Zǐ xì kàn kàn tā zǐ xì kàn kàn bǎ tā ná kāi 仔细看 看完 把它拿开		The student will use EO C.8-4 PROVIDING COMMUNICATIVE GUIDANCE to perform this activity.
must report the information that you get from the			
picture.			

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.04 / CM

Crit	English	Target Language: Chinese	
/x/	activity	XÍNG DÒNG	行动
/x/	advantages of people	RÉN HÉ	人和
/x/	advantages of situation	DÈ LÌ	地利
/x/	advantages of time	TIĀN SHÍ	天时
/x/	armed forces	WŪ ZHUĀNG BÙ DUÌ	武装部队
/x/	armed militia	WŪ ZHUĀNG MÍN BING	武装民兵
/x/	captured enemy document	LUǒ LÁI DÍ FĀNG WÉN JIÀN	缴来敌方文件
/x/	captured enemy materials or equipment	LUǒ LÁI DÍ FĀNG JŪN XÌE	缴来敌方军械
/x/	captured prisoner of war	ZHÀN FÚ	战俘
/x/	clear	QÍNG XÍ	清晰
/x/	collar-badges of rank	LǐNG ZHĀNG	领章
/x/	collection of intelligence information	SŌU JÍ QÍNG BÀO	搜集情报
/x/	completed, having a beginning and an end	YǒU SHǐ YǒU ZHŌNG	有始有终
/x/	decoration	JIǎNG ZHĀNG	奖章
/x/	describing	MIÁO SHŪ	描述
/x/	deserter	TÁO BING	逃兵
/x/	directing team	DŪ DǎO XIǎO Zǔ	督导组
/x/	direction	FĀNG XIàng	方向
/x/	director	ZHÍ DǎO YUÁN	指导员
/x/	distinguish signs	SHÌ BIÉ FÚ Hào	识别符号
/x/	earth	DÌ	地
/x/	enemy	DÍ RÉN	敌人
/x/	enemy activities	DÍ RÉN XÍNG DÒNG	敌人行动
/x/	enemy armament	DÍ JŪN JŪN BEI	敌军军备
/x/	enemy capabilities	DÍ JŪN DÒNG TÀI	敌军动态
/x/	epitomize	ZHĀI Yào	摘要
/x/	equipment	QÌ XÌE	器械
/x/	for example	PÌ RÚ	譬如
/x/	front to rear	QIÁN ZHÌ Hòu	前至后

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.04 / CM

Crit	English	Target Language: Chinese	
/x/	happening	FĀ SHÈNG ZHONG	发生中
/x/	identify	ZHǐ MíNG	指明
/x/	in detail	Xiǎo JíE	小节
/x/	in progress	Jìn XíNG ZHONG	进行中
/x/	intelligence about the enemy	DÍ QíNG	敌情
/x/	intelligence estimate	DÍ QíNG PÀN DUÀN	敌情判断
/x/	interrogate prisoner of war	ZHàn FÚ Shěn Wèn	战俘审问
/x/	in time	JÍ SHÍ	及时
/x/	key words	Yào DiǎN	要点
/	local civilians	BĒN Dì Jū MÍN	本地居民
/x/	local inhabitants	DāNG Dì Jū MÍN	当地居民
/x/	location	FāNG Wèi	方位
/x/	man	RÉN	人
/x/	map coordinates	Dì Tú JīNG Wěi DÙ	地图经纬度
/x/	memory	Jì Yì Lì	记忆力
/x/	merit	GōNG LÁO	功劳
/x/	observe	GUāN CHÁ	观察
/x/	orally	Kǒu Shù	口述
/x/	ordinary dress (con- trasted with uniform) -	BIÀN ZHUāNG	便装
/x/	put it away	Bǎ Tā NÁ Kāi	把它拿开
/x/	question	Wèn Huà	问话
/x/	recovered own or allied personnel	Jiù Chū BĒN JūN Huò YǒU JūN Rén Yuán	救出本军或 友军人员
/x/	remember	Jì Zhù	记住
/x/	reporting	Bào Gào	报告
/x/	six sources	LIù ZhǒNG Lái Yuán	六种来源
/x/	situation	QíNG Shì	情势
/x/	size	Dà Xiǎo	大小
/	skulk when going into battle	Lín Zhèn Tuō Táo	临阵脱逃

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.04 / CM

Crit	English	Target Language: Chinese	
/x/	sky	TIAN	天
/x/	soldiers in pursuit	ZHUÍ BĪNG	追兵
/x/	speedy	KUÀI JÍE	快捷
/x/	study it carefully	Zǐ Xì Kàn Kàn Tā	仔细看看它
/x/	systematically	Yǒu Zǔ Zhī DE	有组织的
/x/	terrain	Dì Xíng, Dì Shì	地形, 地势
/x/	the absence of usual activity	MÉI Yǒu Píng Cháng DE Xíng Dòng	沒有平常的 行动
/x/	the collection of in- telligence information	SŌU JÍ QǐNG BÀO	搜集情报
/x/	thorough	CHÈ Dǐ	澈底
/x/	three kinds	SĀN ZhǒNG	三种
/x/	three methods	SĀN GE BÀN Fǎ	三个办法
/x/	time	SHÍ JIĀN	时间
/x/	timely	YǐNG SHÍ	应时
/x/	top to bottom	DǐNG Zhì Dǐ	顶至底
/x/	to trace the origins of	ZHUÍ GēN JIŪ Dǐ	追根至底
/x/	understand thoroughly the enemy situation	LIǎO Jiě DÍ QíNG	了解敌情
/x/	uniform	JŪN ZHUĀNG	军装
/x/	unit	DĀN WÈI	单位
/x/	verification	QÍU ZhèNG	求证
/x/	weather	TIAN Qì	天气
/x/	what	HÉ SHì	何事
/x/	what it is	Tā SHì SHĒN ME	它是什么
/x/	when	HÉ SHÍ	何时
/x/	where	HÉ Dì	何地
/x/	written notes	Bǐ Jì	笔记
/x/	which	HÉ Wù	何物
/x/	who	HÉ Rén	何人
/ /			
/ /			

M.01

TSO Map

TSO 11BFLSF / C.8.04 / CM

RECOMMENDED TRAINING SEQUENCE

NA	1	2	3	4	5	6	7	8	9	10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BFLSF/C.8.04/CM: I.04

Technical Documents: FM 31-21 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT	PROVIDE COMMUNICATIVE GUIDANCE
Gain attention 3.7/5.5.1/6.1.1/6.2/6.3	Encourage questions 6.9
Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1	Answer questions 1.1.1.2/2.4.1/2.4.2/2.5.1/2.5.2/
State learning objectives 1.1/1.1.2	2.10.2/2.12.1/2.12.2/2.13/3.1.1/
Provide overview of activities and/or procedures 1.1/1.2/3.7	3.1.2/3.6/3.10.1/3.10.2/4.7
Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2	Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/
	3.3.2/3.10.1/3.10.2
	Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7
DEVELOPING THE SUBJECT	
Identify/define main points 1.1/1.1/3.10.1	
Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/	
2.6/2.8/3.10.1/4.1/4.5/4.6	
CONCLUDING THE LESSON	
Recall main points 1.1/1.2/2.3.1/2.3.2	
Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7	



TSO No. 11BF1.SF / C.8.05 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Introduction</u></p> <p>Good day. My name is _____. I am your instructor for the topic of the Organization of Guerrilla Force. In discussing this topic, it is important to realize that each guerrilla force is different because the <u>circumstances</u> under which each operates are not always the same. What we will be discussing today are the general <u>principles</u> that all <u>guerrilla force</u></p>	<p>1 QING KUANG 情况</p> <p>2 YUAN ZE 原则</p> <p>3 YOU JI DUI 游击队</p>	<p>5.1 greet</p> <p>5.5 introduce oneself</p> <p>3.10.1 importance</p> <p>3.7 intention</p> <p>1.1 identify</p> <p>1.2 state factual information</p>	<p>The student will gain attention, motivate trainees, and state the learning objectives as part of the steps required in EO C.8-1.</p> <p>Overview of activities/procedures/content, see EO C.8.1.</p>



TSO No. 11BF1.SF / C.8.05 / CM

TSO

EO

TASK SCENARIO

KEY TERMS
Vocabulary Items

FUNCTIONS
Major Descriptors

COMMENTS
Culture/References/Supplements

organizations should consider.

What is a Guerrilla Force?

A guerrilla force is usually a small group of

²special ³trained personnel whose main activi-

ties include a wide ⁴variety of simple ⁵harassment

techniques, such as ⁶cutting of ⁷telephone wires.

⁸contaminating ⁹gasoline and ¹⁰supplies, and

attacking small, ¹¹remote ¹²outposts and other enemy

¹³facilities. The important thing is that the

'BIAN ZU 编组

²TE BIÉ DE 特别的

³XUN LIAN GUO DE 训练的

⁴ZHONG LÉI 种类

⁵RAO LUAN 扰乱

⁶GE DUAN 割断

⁷DIAN HUA XIAN 电话线

⁸WU RAN 污染

⁹QI YOU 汽油

¹⁰BU JI PIN 补给品

¹¹YAO YUAN DE 遥远的

¹²QIAN SHAO 前哨

¹³SHÈ BÈI 设备

1.1 identify
1.2 state factual
information

Refer to EO C.8-2, PROVIDING
EXPLANATION

3.10.1 importance



TSO No. JUBEL.SF / C.8.05 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>¹objective in most cases is to ²disrupt the</p> <p>enemy's ³activities and ⁴effectiveness.</p>	<p>¹MÙ BIĀO 目标</p> <p>²PÒ HUAI 破坏</p> <p>³XÍNG DÒNG 行动</p> <p>⁴XIÀO LÌ 效力</p>		
<p>Principles of Organization</p>			
<p>The one important principle regarding organization of guerrilla force is that it is ⁵essential</p>	<p>⁵BÌ YÀO 必要</p> <p>⁶JIAN DĀN 简单</p> <p>⁷SHĒN SWŌ XING 伸缩性</p> <p>⁸KÉ FĒN XING 可分性</p> <p>⁹QUÀN LÌ DE 惯例的</p>	<p>3.10.1 importance</p> <p>1.1 identify</p> <p>1.2 state factual information</p>	<div style="border: 1px solid black; padding: 5px;"> <p>The student must be able to provide simple definitions of technical terms, give examples and non-examples, and make comparisons when required.</p> </div>
<p>to have ⁶simplicity, ⁷flexibility, and ⁸divisibility. Guerrilla forces are unlike other ⁹conventional armed forces units; therefore, they must</p>			
<p>be organized to ¹⁰fit their operations. Here are</p>	<p>¹⁰SHÌ YING 适应</p>	<p>2.8 obligation</p>	



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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>a number of principles of ¹basic ²organization:</p> <p>1. Each guerrilla unit must be ³self-</p> <p><u>contained</u>, since the unit may have to</p> <p>operate on its own for ⁴long periods</p> <p>of <u>time</u>.</p>	<p>¹ JĪ BĒN DE 基本的</p> <p>² BIĀN Zǔ 编组</p> <p>³ ZÌ QUÁN DE 自全的</p>	<p>1.1 identify</p> <p>1.2 state factual</p> <p>2.6 information need</p>	
<p>2. The guerrilla unit must have strong</p> <p>⁵fire power and ⁶offensive weapons that</p> <p>can do the enemy great ⁷damage in a ⁸very</p> <p><u>short time</u>. Guerrilla warfare is</p>	<p>⁴ CHANG QÍ JIĀN 长期间</p> <p>⁵ HUǒ Lì 火力</p> <p>⁶ GONG SHÌ Wǔ Qì 攻势武器</p> <p>⁷ SǔN SHANG 损伤</p> <p>⁸ HĒN DUǎN SHÍ QÍ 很短时期</p>	<p>1.1 identify</p> <p>1.2 state factual</p> <p>2.6 information need</p>	



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EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
usually conducted in a very quick and ¹ surprising manner.	¹ JĪNG QÍ DE 惊奇的		
3. The organization must be able to provide ² heavy-weapons support to individual units where needed, while each individual unit must have the ⁴ ability to	² ZHòng Wŭ Qì 重武器 ³ ZHĪ YUÁN 支援	1.1 identify 1.2 state factual information 2.6 need	
operate ⁵ independently. Yet, if necessary, the smaller units can be	⁴ NÉNG LÌ 能力 ⁵ DÚ LÌ DE 独立的		
⁶ merged easily to form larger and more	⁶ HÉ BĪNG 合并		

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TSO No. 11BF1.SF / C.8.05 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>powerful units.</p> <p>4. Only one or two persons with <u>internal</u></p> <p>²liaison ³responsibility in any unit</p> <p>should know the ⁴locations and activi-</p> <p>ties of other units.</p> <p><u>Factors Affecting the Size of Units</u></p> <p>In considering the organization of the guerrilla</p> <p>force, we should also be <u>aware</u> of the different</p> <p>factors that affect the sizes of guerrilla force</p> <p>units.</p>	<p>¹ NÈI BÙ DE 内部的</p> <p>² LIÁN LUÒ 联络</p> <p>³ ZÉ RÈN 责任</p> <p>⁴ DÌ DIǎN 地点</p> <p>⁵ ZHÌ DÀO 知道</p>	<p>4.1 suggests</p> <p>2.11 awareness</p>	



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EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>1. <u>Area</u>. Obviously the ²size of the location where guerrilla activities are to occur will ³limit the number of guerrilla that can operate there.</p>	<p>¹DÌ QŪ 地区 ²DÀ XIAO 大小 ³XIÀN ZHÌ 限制</p>	<p>1.1 identify 1.2 state factual information</p>	
<p>2. <u>Missions</u>. A guerrilla unit should have only the necessary number of personnel in order to ⁵complete the mission. Each small unit should not be given more than one or two missions at any one time.</p>	<p>⁴RÈN WU 任务 ⁵WÁN CHÉNG 完成</p>	<p>4.1 suggests 4.4 advise 4.5 warning</p>	



TASK SCENARIO

COMMENTS
Culture/References/SupplementsFUNCTIONS
Major DescriptorsKEY TERMS
Vocabulary Items

3. Political Considerations. The guerrilla force leader should not confuse his political stature with the number of personnel in his unit. It is more important to his political objective if his unit is consistently successful in its operations.

4. Enemy Control. The size of the guerrilla force is often determined by the

¹ ZHENG ZHI DE 政治的
² KAO LU 考虑
³ LING XIU 领袖
⁴ CUO REN 错认
⁵ DI WEI 地位

⁶ DI REN 敌人
⁷ KONG ZHI 控制

4.4 advise

3.10.1 importance

1.1 identify
1.2 state factual
information



TSO No. 11BF1.SF / C.8.05 / CM

TSO

E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
amount of control the enemy has in the area. The stronger the enemy control, the smaller and more effective the guerrilla force unit must be.			
5. Available <u>personnel</u> . Guerrilla force units are made up of <u>volunteers</u> . The organizer of the force must consider the size of the local population in	<p>1 RÉN YUÁN 人員</p> <p>2 Zhì Yuàn Bīng 志願兵,</p> <p>3 Zhēng Bīng 征兵,</p>	<p>1.1 identify state factual information</p> <p>1.2</p>	
3 <u>recruiting</u> volunteers. For example,			



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
the enemy will become <u>suspicious</u> if all	1. KÉ YÍ DE 可疑的		
the able-bodied population members			
² <u>disappear</u> in a very short period to	² SHĪ ZŌNG 失踪,		
³ <u>join</u> the guerrilla force.	³ CÉN JIĀ 参加		
6. Supply and support <u>capability</u> . Guer-	⁴ KÉ NÉNG XÍNG 可能行动	1.1 identify 1.2 state factual information	
rilla force relies on supply and sup-			
port: the size of the supply and sup-			
port will limit the size of the force.			
7. ⁵ <u>Social custom</u> . It is important to take	⁵ FÈNG SÚ 风俗	3.10.1 importance	



TSO No. 118F1.SF / C.8.05 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>the local social customs very ¹seriously</p> <p>when organizing a guerrilla force.</p>	<p>¹YÁN ZHòng DE 严重的</p>	<p>1.1 identify 1.2 state factual information</p>	
<p>Such customs can ²affect a number of the</p> <p>guerrilla operations, such as the</p>	<p>²YING XIANG 影响</p>	<p>2.5.1 capability</p>	
<p>³suitability of certain ⁴tactics, weapons,</p> <p>and ⁵disciplinary principles.</p>	<p>³SHÌ HÉ 适合 ⁴ZHÀN SHU 战术 ⁵YOU GUI 有规</p>		
<p>In considering the topic of Organization of</p> <p>Guerrilla Force, it is important to remember</p> <p>the particular nature of guerrilla warfare</p>		<p>2.3.1 remembering 3.10.1 importance</p>	<p>The student will conclude the lesson according to the steps in EO C.8-3.</p>



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
operations, the <u>conditions</u> under which such operations are conducted, and the people who	'QÍNG XÍNG 情形	1.1 identify 1.2 state factual information	
are <u>involved</u> in these operations.	² QIǎN SHÈ 牵涉		

LPM Vocabulary Indices for TSO No. 11BF1.SF / C8.05 / CM

Crit	English	Target Language: Chinese	
/x/	ability	NÉNG LÌ	能力
/x/	activity	XÍNG DÒNG	行动
/x/	adapt oneself to cir- cumstances	SUI JÍ YÍNG BIÀN	随机应变
/x/	advance	KĀI BĀ	开拔
/x/	affect	YǐNG XIǎNG	影响
/x/	area	DÌ QŪ	地区
/x/	Army Medical Corps	YĪ LIÁO DUÌ	医疗队
/x/	aware	ZHĪ DÀO	知道
/x/	basic	JĪ BĒN DE	基本的
/x/	battalion	YÍNG	营
/x/	blow up the bridge	PÒ HUÀI QIÁO LIÁNG	破坏桥梁
/x/	capability	KĒ NÉNG XÍNG DÒNG	可能行动
/x/	casualty	SHĀNG WÁNG	伤亡
/x/	circumstance	QÍNG KUÀNG	情况
/x/	company	LIÁN	连
/x/	complete	WÁN CHÉNG	完成
/x/	condition	QÍNG XÍNG	情形
/x/	confuse	CUO RÈN	错认
/x/	conscript	ZHÈNG BĪNG	征兵
/x/	consideration	KǎO Lŭ	考虑
/x/	contaminate water supply	WŪ RǎN SHUǐ YUÁN	污染水源
/x/	contaminating	WŪ RǎN	污染
/x/	control	Kòng zhì	控制
/x/	conventional	GUÀN LÌ DE	惯例的
/x/	cut supplies	DUàn jué bǔ jī	断绝补给
/x/	cutting	Gē duàn	割断
/x/	damage	Sǔn shāng	损伤
/x/	destroy the communication	PÒ HUÀI JIāO Tōng	破坏交通
/x/	disappear	SHī Zōng	失踪
/x/	disciplinary	Yǒu guī lǜ	有规律的
/x/	disrupt	Pò huài	破坏

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.05 / CM

Crit	English	Target Language: Chinese	
/✓	divisibility	KĒ FĒN XÌNG	可分性
/✓	effectiveness	XIÀO LÌ	效力
/✓	enemy	DÍ RÉN	敌人
/✓	essential	BÌ YÀO	必要
/✓	facilities	SHÈ BÈI	设备
/✓	fire power	HUǒ LÌ	火力
/✓	firing line	HUǒ XIÀN	火线
/✓	fit	SHÌ YING	适应
✓	flexibility	SHĒN SUO XING	伸缩性
✓	front line	QIÁN XIÀN	前线
✓	gasoline	QÌ YÓU	汽油
✓	guerrilla force	YÓU JÍ DUÌ	游击队
✓	harassment	RǎO LUÀN	扰乱
✓	heavy weapons	ZHòng Wŭ Qì	重武器
✓	independently	DÚ Lì DE	独立的
✓	internal	NÈI BŮ DE	内部的
✓	involve	QIĀN SHÈ	牵涉
✓	join	CĒN JIĀ	参加
✓	judicial investigation	KǎO HÉ	考核
✓	leader	LǐNG XIŪ	领袖
✓	liaison	LIÁN LUÒ	联络
✓	limit	XIÀN ZHÌ	限制
✓	location	DÌ DIǎN, WÈI Zhì	地点, 位置
✓	long periods of time	CHáng QÍ JiāN	长期间
✓	merge	HÉ BìNG	合并
✓	mission	RÈN WŬ	任务
/✓	mutiny	BīNG BIÀN	兵变
✓	nourish, strengthen	PÉI YǎNG	培养
✓	objective	MŬ BIĀO	目标
✓	offensive weapons	GōNG SHì Wŭ Qì	攻势武器
✓	organization	BIĀN Zŭ	编组
✓	outpost	QIÁN SHÀO	前哨

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.05 / CM

Crit	English	Target Language: Chinese	
/x/	panic	KǒNG HUĀNG	恐慌
/x/	personnel	RÉN YUÁN	人员
/x/	platoon	PÁI	排
/x/	political	ZHÈNGZHÌ DE	政治的
/x/	principle	YUÁN ZÉ	原则
/x/	provisions, grain for troops	LIÁNG Mǐ	粮秣
/x/	recruiting	ZHÈNG BīNG	征兵
/x/	remote	YÁO YUǎN DE	遥远的
/x/	responsibility	ZÉ RÈN	责任
/x/	restless	BÙ DÉ ĀN NÍNG	不得安宁
/x/	run away	TÁO WÁNG	逃亡
/x/	search for	WU SÉ	物色
/x/	self-contained	Zì QUÁN DE	自全的
/x/	seriously	YÁN ZHòng DE	严重的
/x/	set fire	Zòng HUǒ	纵火
/x/	short course	DUǎN QÍ Xùn LIÀn	短期训练
/x/	simplicity	JIǎN DǎN	简单
/x/	size	DÀ XIAǒ	大小
/x/	social custom	FēNG SÚ	风俗
/x/	specially	TÈ BIÉ DE	特别的
/x/	squad	BĀN	班
/x/	standing army	CHáng Bèi BīNG	常备兵
/x/	stature	DÌ Wèi, SHÌ Lì	地位, 势力
/x/	suitability	SHÌ HÉ	适合
/x/	supplies	BŪ JÍ PǐN	补给品
/x/	supply of ammunition	DÀn Yǎo BŪ JÍ	弹药补给
/x/	support	ZHĪ YUǎN	支援
/x/	surrender	TÓU XIǎNG	投降
/x/	surprising	JīNG QÍ DE	惊奇的
/x/	suspicious	KĒ YÍ DE	可疑的
/x/	tactics	ZHàn Shù	战术

TSO Map

TSO 11BFL.SF / C.8.05 / CM

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 ⑤ 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8/1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BFL.SF/C.8.04/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

M.01

VIII-64

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT	PROVIDE COMMUNICATIVE GUIDANCE
Gain attention 3.7/5.5.1/6.1.1/6.2/6.3	Encourage questions 6.9
Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1	Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/
State learning objectives 1.1/1.2	2.10.2/2.12.1/2.12.2/2.13/3.1.1/
Provide overview of activities and/or procedures 1.1/1.2/3.7	3.1.2/3.6/3.10.1/3.10.2/4.7
Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2	Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/
DEVELOPING THE SUBJECT	3.3.2/3.10.1/3.10.2
Identify/define main points 1.1/1.1/3.10.1	Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7
Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/	
2.6/2.8/3.10.1/4.1/4.5/4.6	
CONCLUDING THE LESSON	
Recall main points 1.1/1.2/2.3.1/2.3.2	
Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7	

TERMINAL SKILL OBJECTIVE

Page T.01

No. 11BF1.SF / C.8.06 / CM

DOCUMENTATION: Interview and survey data from Special Forces

11BF1 MOS holders, Special Forces Task Analysis Data from

10th SFG, Ft. Devens, and FM 31-20,31-21, FM 21-75, FM 30-5

COMMUNICATIVE TASK

COMPONENTS

Role ☐ Instructor

Com Act ☐ Teaches

Audience ☐ Group/Individual

Topics ☐ Counterintelligence

Purpose ☐ Training security specialists

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face situation on a group or individual basis the operations of counterintelligence by describing the fundamental steps in denial, detection, and deception for the purpose of training security specialists

CONDITIONS

PREPARATION TIME

1 hour

PERFORMANCE TIME

20 min.

Materials/Equipment

Materials/Equipment

Field manuals, standard and

Blackboard and chalk,

technical dictionaries.

prepared charts

REGISTER

Speech

— techno-jargon

— formal

— colloquial

Print

— technical

— literary

— informal

MacroSTANDARDS

DESCRIPTION The student will explain the operations of counterintelligence to an audience in the Chinese language, and correctly answer questions posed by the audience. The presentation and answers will be easily intelligible to the audience, and will employ appropriate vocabulary and functions as described in T.03 and T.04.

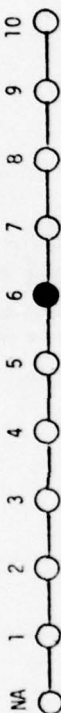
LPM INDICES

Functions

☒ 1.0 Fact Info
☒ 2.0 Intell Att
☒ 3.0 Emo Att
☒ 4.0 Suasion
☐ 5.0 Soc Rit
☐ 6.0 Man Comm

Vocabulary

☒ military
☒ technical
☐ other
See T.04



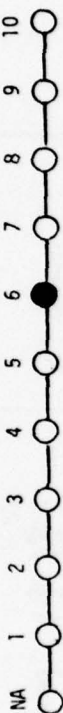
TSO No. 11BFI.SF / C.8.06 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Introduction</u></p> <p>Good Day. My name is _____. I am your</p> <p>instructor for <u>counterintelligence</u>.</p> <p>There are three <u>categories</u> of counterintelligence <u>measures</u>. These are <u>denial</u>, <u>detection</u>, and <u>deception</u>. The important thing to remember about counterintelligence is that you need to</p> <p><u>protect your personnel</u> and <u>information</u> from the enemy. Next we will discuss the three cate-</p>	<p>反情报措施 FĀN QÍNG BÀO CUÒ SHI 种类 ZHŌNG LÈI 策划 CÈ HUÀ 否定 FŌU DÌNG 侦察 ZHĒN CHÁ 欺骗 QI PIÀN</p> <p>保卫人员 Bǎo Hù Rén Yuán Xiao Xī</p>	<p>5.1 greet 5.5.1 introduce oneself</p> <p>1.1 identify 1.2 state factual information</p> <p>3.10.1 importance 2.3.1 remembering</p> <p>2.6 need</p>	<p>The student will gain attention, motivate, and state the learning objectives as required in EO C.8.1.</p> <p>The student will demonstrate his ability to perform the "teaching" steps in presenting the lesson on counterintelligence according to EO C.8-2.</p>

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>gories ¹in detail.</p>	<p>‘XIANG XÌ DE 详细的</p>		
<p>²Denial</p>	<p>²Fǒu Dìng 否定</p>		
<p>You must always be ³on guard to deny the enemy</p>	<p>³Jǐn Shèn 谨慎</p>	<p>2.8 obligation</p>	<p>Refer to E0 C.8-2.</p>
<p>any ⁴opportunity to get any information on your</p>	<p>⁴Jī Huì 机会</p>	<p>1.1 identify</p>	
<p>⁵company's ⁶activities or plans. There are ⁷a</p>	<p>⁵LIÁN 连</p>	<p>1.2 state factual information</p>	
<p>⁶number of ways you can ⁸practice denial. Some</p>	<p>⁶Xíng dòng 行动</p>		
<p>of these are ⁹well-developed and ¹⁰established.</p>	<p>⁷Yī xiē 一些</p>		
<p>For example, if you are ¹¹guarding some ¹²classified</p>	<p>⁸Shí xíng 实行</p>		
<p>area, you must check every visitor, even if you</p>	<p>⁹Fā zhǎn de hěn hǎo de 发展得很好的</p>		
	<p>¹⁰Yǐ jiàn lì de 已建立的</p>		
	<p>¹¹Shǒu wèi 守卫</p>		
	<p>¹²Bǎo mì 保密</p>	<p>4.6 directions/instructions/commands</p>	



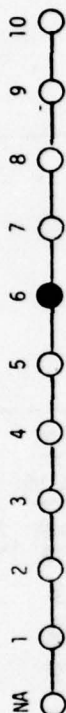
TSO No. 118EL SE / C.8.06 / CM

TSO

17 E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>know the person, to see that he or she has security clearance. You must ¹demand that all visitors show that they have a ²"need to know."</p> <p>They can show this by producing ³documents stating this need, showing ⁴project ⁵badges with their ⁶photographs on them, or having their names listed in an ⁷access ⁸roster prepared or given to you by your ⁹superior.</p> <p>When you are ¹⁰handling "classified" documents.</p>	<p>YAO QIU 要求</p> <p>BÌ Xǔ ZHī DÀO 必须知道</p> <p>WÉN JIÀN 文件</p> <p>JÌ HUÀ 计划</p> <p>HUī ZHĀNG 徽章</p> <p>ZHÀO PIÀN 照片</p> <p>Jìn Rù HUò SHǏ Yòng...ZHī QUÁN 进入或使用...之权</p> <p>MíNG DĀN 名单</p> <p>SHàng Sī 上司</p> <p>Yùn Yòng 运用</p> <p>Bǎo Mì 保密</p>	<p>2.8 obligation</p> <p>2.5.1 capability</p> <p>4.6 directions/instructions/commands</p> <p>4.6 directions/instructions/commands</p>	<div style="border: 1px solid black; padding: 5px;"> <p>The student must be able to provide simple definitions of each technical term, give examples and non-examples, and make comparisons when required.</p> </div>

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
you should use the ¹ appropriate ² cover sheets. There are three types of cover sheets: ³ confi- dential, ⁴ secret, and ⁵ top secret. Use the cover sheets whenever you have documents outside ⁶ the safe. You must also ⁷ practice ⁸ safe-keeping of such ⁹ documents. If you are on guard duty and find that a safe is opened or ¹⁰ unlocked, you should ¹¹ notify your ¹² superior ¹³ immediately and ¹⁴ stand guard until ¹⁵ relieved.	<div><div>¹ HÉ SHÈ DE 合适的</div><div>² FÈNG MIÀN 封面</div><div>³ JÍ MÌ 机密</div><div>⁴ JÍ JÍ MÌ 绝对机密</div><div>⁵ JUÉ DUÌ JÍ MÌ DUì Jī Mì 绝对对机密</div><div>⁶ Bǎo Xiǎn Xiāng 保险箱</div><div>⁷ SHÍ XÍNG 实行</div><div>⁸ Bǎo Wèi 保卫</div><div>⁹ WÉN JIÀN 文件</div></div> <div><div>¹⁰ KAI LE SUǒ DE 开了锁的</div><div>¹¹ Tōng Zhī 通知</div><div>¹² SHàng Sī 上司</div><div>¹³ Mǎ Shàng 马上</div><div>¹⁴ Shǒu Wèi 守卫</div><div>¹⁵ Jiě Chù Rèn Wù 解除任务</div></div>	<div><div>2.8 obligation</div><div>4.6 directions/ instructions/ commands</div><div>2.8 obligation</div><div>4.6 directions/ instructions/ commands</div></div>	



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TSO

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
When using ¹ radio or telephone, remember to use	¹ WÚ XIÀN DIÀN 无线电	2.3.1 remembering	
² code words. These words are set and can be	² MÌ Mǎ DÀI Zì 密码代字		
found in the ³ code word book (CEOI).	³ MÌ Mǎ BÈN 密码本	4.6 directions/ instructions commands	
There are also a number of ⁴ disciplines that	⁴ Jì Lǜ 纪律		
you should ⁵ observe when you are ⁶ in the field.	⁵ ZŪN SHŌU 遵守 ⁶ Zài Zhàn Chǎng Shàng 在战场上	2.8 obligation	
⁷ Light discipline states that you must use ⁸ red	⁷ Dēng Huǒ Jì Lǜ 灯火纪律 ⁸ Hóng Sè Lǜ Jìng 红色滤镜	4.6 directions/ instructions/ commands	
⁹ filter or ⁹ torch light and use it under some type	⁹ Diàn Tǒng 电筒		
of cover such as a coat. Don't ¹⁰ smoke ¹¹ in the	¹⁰ Chōu Yān 抽烟 ¹¹ Zài Kōng Kuàng Chù 在空旷处	4.5 warnings	
open. If you have to smoke, use a ¹² shelter.	¹² Yǎn Bì Wù 掩蔽物	4.6 directions/ instructions/ commands	



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TSO

EO

TASK SCENARIO

COMMENTS
Culture/References/Supplements

FUNCTIONS
Major Descriptors

KEY TERMS
Vocabulary Items

Also, ¹camouflage all ²shiny surfaces by using

³non-reflective ⁴paint, ⁵mud, and other similar

⁶material. We will discuss camouflage in more

detail when we talk about deception. ⁷Litter

⁸control discipline says that you should not leave

any material behind, no matter how ⁹useless it is,

so the enemy cannot obtain information or ¹⁰make

¹¹use of the material. You must ¹²bury litter

material and ¹³salvage ¹⁴weapons (if possible) or

¹WÉI ZHUANG 伪装
²FĀ GUANG DE BIAO MIAN 发光的表面
³BÙ FĀN SHÈ DE 不反射的
⁴TÚ LIÀO 涂料
⁵NÍ Tŭ 泥土
⁶QÌ CÁI 器材
⁷FÈI WU KONG ZHÌ JÌ Lǜ 废物控制纪律
⁸MÉI YǒU YǒNG DE 没有用的

4.6 directions/
instructions/
commands

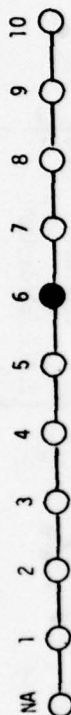
4.6 directions/
instructions/
commands

4.6 directions/
instructions/
commands
2.8 obligation

⁹Lì Yòng 利用
¹⁰MÁI 埋
¹¹QIǎNG JUÈ 抢救
¹²Gǔ Qì 武器

4.6 directions/
instructions/
commands

2.8 obligation

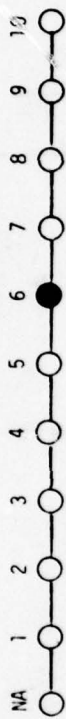


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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>¹destroy them.</p> <p>The need for ³noise discipline is obvious. The enemy may be so near to you that any human or ³mechanical noise will give your activities and ⁴location away. Use ⁵hand and arm signals, and try to ⁶muffle mechanical noises.</p> <p>⁷Fire discipline: firing your weapon at the wrong time can ⁸affect the ⁹outcome of your operation. Use ¹⁰proper timing. Remember,</p>	<p>¹FÉN HUǒ 林火</p> <p>³SHēNG XIǎNG JÌ Lǜ 声响纪律</p> <p>³Jī XIÈ DE 机械的</p> <p>⁴Wèi Zhì 位置</p> <p>⁵SHǒu Shì 手势</p> <p>⁶Yǎn Sǎi 掩塞</p> <p>⁷Jūn Huǒ 军火</p> <p>⁸YǐNG XIǎNG 影响</p> <p>⁹Jié Guǒ 结果</p> <p>¹⁰SHÌ DāNG DE 适当的</p>	<p>1.1 identify 1.2 state factual information</p> <p>4.6 directions/instructions/commands</p> <p>4.6 directions/instructions/commands</p>	



TASK SCENARIO

unless you are attacked, don't fire until

¹ordered to.

²Detection

The enemy is always trying to ³infiltrate your company, so you must be able to detect him.

That means being able to ⁴separate members of

your own company from those of the enemy. The

use of ⁵password and ⁶challenge is an ⁷effective

way of detection.

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
¹ MÌNG LǐNG 命令 ² ZHĒN CHÁ 侦查 ³ SHĒN TÒU 渗透 ⁴ FĒN KĀI 分开 ⁵ Kǒu LǐNG 口令 ⁶ PÁN WÈN Kǒu LǐNG 盘问 ⁷ Yǒu Xiào DE 有效的	4.5 warning 1.1 identify 1.2 state factual information	Refer to E0 C.8-2.



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EO

TASK SCENARIO

(Instructor then goes on to talk about the procedures.)

There are two rules for countersigns. First, challenge must not suggest password. Use words that are not usually related, so someone who doesn't know the password cannot guess it.

Second, if numbers are used, the total must be

³ odd. For example, a challenge of six should

demand a five to make up an odd total. This

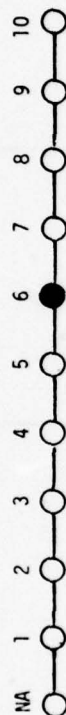
COMMENTS
Culture/References/SupplementsFUNCTIONS
Major DescriptorsKEY TERMS
Vocabulary Items

1.1 identify
1.2 state factual
information/
4.6 instructions/
commands

'YING DUÌ ÀN HÀO
应对暗号

² CĀI XIǎNG 猜想

³ DĀN SHÙ 单数

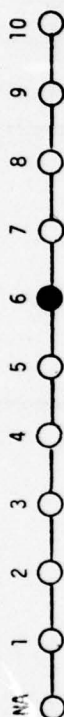


TSO No. 11BF1.SF / C.8.06 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>way you will never run into the problem of giving a six and receiving the same number to make up an even number of twelve.</p>	<p>CHĪ PYÀN 欺騙</p>		
<p><u>'Deception</u></p> <p>This category is <u>self-explanatory</u>. You must always camouflage your equipment and yourself where you may be observed by the enemy.</p>	<p>YÌ YÌ MÍNG XIÁN DE YÍ YÍ MÍNG 一以明顯的</p>	<p>1.1 identify 4.6 directions/ commands</p>	<p>Refer to EO C.8-2</p>
<p>(The instructor then goes on to discuss the different types of camouflage materials suitable for various surfaces.)</p>			<p>The student will explain each main point in accord with the steps in EO C.8-2.</p>



TSO No. 11B1.5F / C.8.06 / CM



TSO



EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>In considering counterintelligence, remember that, just like you, the enemy is always trying to ¹collect ²intelligence information on activities and plans. You must always use counterintelligence measures to deny, detect, and deceive the enemy.</p>	<p>'SŌU JÍ 搜集 'QÍNG BÀO 情报</p>	<p>3.10.1 remembering 2.8 obligation 4.6 directions/ instructions/ commands</p>	<p>The student will conclude the presentation according to EO C.8-3.</p> <p>Throughout the presentation and during question-answer interruptions the student will respond according to EO C.8-4 PROVIDING COMMUNICATIVE GUIDANCE.</p>

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.06 / CM

Crit	English	Target Language: Chinese	
/x/	access	Jìn Rù Huò Shǐ Yòng...	进入或使用...
		ZHǐ QUÁN	之权
/x/	activity	Xíng Dòng	行动
/x/	affect	Yǐng Xiǎng	影响
/x/	aggressor forces	Jiǎ Xiǎng Dí	假想敌
/x/	appropriate	Hé Shè De	合适的
/x/	a number of	Yī Xiē	一些
/x/	arm and hand signals	Shǒu Shì	手势
/x/	arrange	Bù Zhì	布置
/x/	attend immediately	Lì Jí Chǔ Lǐ	立即处理
/x/	badge	Huī Zhāng	徽章
/x/	black list	Hēi Míng Dān	黑名单
/x/	bury	Mái	埋
/x/	camouflage	Wěi Zhuāng	伪装
/x/	categories	Zhǒng Lèi	种类
/x/	challenge	Pén Wèn Kǒu Lìng	盘问口令
/x/	classify	Bǎo Mì	保密
/x/	code word book	Mì Mǎ Běn	密码本
/x/	code words	Mì Mǎ Dài Zì	密码代号
/x/	collect	Sōu Jí	搜集
/x/	company	Lián	连
/x/	concealed	Qiǎn Fú	潜伏
/x/	confidential	Jī Mì De	机密的
/x/	counterintelligence	Fǎn Qíng Bào Cuò Shī	反情报措施
/x/	countersign	Yìng Duì Àn Hào	应对暗号
/x/	cover sheet	Fēng Miàn	封面
/x/	deception	Qī Piàn	欺骗
/x/	demand	Yāo Qiú	要求
/x/	denial	Fǒu Dìng	否定
/x/	design	Shè Jì	设计
/x/	destroy	Fén Huǐ	焚毁
/x/	detailed and complete	Zhōu Xiáng De	周详的

LPM Vocabulary Indices for TSO No. 11Bf1.SF / C.8.06 / CM

Crit	English	Target Language: Chinese	
/x/	detection	ZHĒN CHÁ	侦查
/ /	die to preserve their virtue intact	CHÉNG RÉN Qǔ Yì	成仁取义
/x/	discipline	Jì Lǜ	纪律
/ /	divulge a secret	Xì Mì	泄密
/x/	document	Wén Jiàn	文件
/x/	documentary proof	Zhèng Jiàn	证件
/x/	effective	Yǒu Xiào DE	有效的
/x/	established	Yǐ Jiàn Lì DE	已建立的
/ /	fire	Jūn Huǒ	军火
/ /	flag signal(s)	Qí Yǔ	旗语
/ /	gesture	Shǒu Shì	手势
/ /	give away	Xiè Lòu	洩露
/x/	guard duty	Shǒu Wèi Rèn Wù	守卫任务
/x/	guarding	Shǒu Wèi	守卫
/ /	guess	Cāi Xiǎng	猜想
/x/	handle	Yùn Yòng	运用
/x/	immediately	Mǎ Shàng	马上
/x/	in detail	Xiáng Xì DE	详细的
/x/	infiltrate	Shèn Tòu	渗透
/x/	information	Xiāo Xī	消息
/x/	intelligence	Qíng Bào	情报
/x/	intelligence net	Qíng Bào Wǎng	情报网
/x/	in the field	Zài Zhàn Chǎng Shàng	在战场上
/x/	in the open	Zài Kōng Kuàng Chù	在空旷处
/x/	light discipline	Dēng Huǒ Jì Lǜ	灯火纪律
/x/	list of names	Míng Dān	名单
/x/	litter control discipline	Fèi Wù Kòng Zhì Jì Lǜ	废物控制纪律
/x/	location	Wèi Zhì, Dì Diǎn	位置, 地点
/x/	make use of	Lì Yòng	利用
/x/	material	Qì Cái	器材
/x/	measure	Cè Huà	策划

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.06 / CM

Crit	English	Target Language: Chinese	
/x/	mechanical	Jī Xiè De	机械的
/x/	mud	Ní Tǔ	泥土
/x/	muffle	Yǎn Sāi	掩塞
/x/	need to know	Bì Xū Zhī Dào	必需知道
/x/	noise discipline	Shēng Xiǎng Jì Lǜ	声响纪律
/x/	non-reflective	Bù Fǎn Shè De	不反射的
/x/	normal, ordinary	Píng Fán	平凡
/x/	notify	Tōng Zhī	通知
/x/	observe (a discipline)	Zūn Shǒu	遵守
/x/	obstruct, prohibit	Jìn Bì	禁闭
/x/	odd	Dān Shù	单数
/x/	on guard	Jǐn Shèn	谨慎
/x/	opportunity	Jī Huì	机会
/x/	order	Mìng Lìng	命令
/x/	outcome	Jié Guǒ	结果
/x/	paint	Tú Liào	涂料
/x/	pass	Chū Rù Zhèng	出入证
/x/	password	Kǒu Lìng	口令
/x/	personnel	Rén Yuán	人员
/x/	photograph	Zhào Piàn	照片
/x/	practice	Shí Xíng	实行
/x/	prefer death to disgrace	Níng Sǐ Bù Qū	宁死不屈
/x/	preserve strict secrecy, strictly confidential	Yán Shǒu Bì Mì	严守秘密
/x/	practice	Shí Xíng	实行
/x/	project	Jì Huà	计划
/x/	proper	Shì Dāng De	适当的
/x/	protect	Bǎo Hù	保护
/x/	radio	Wú Xiàn Diàn	无线电
/x/	receiver	Shōu Bào Jī	收报机
/x/	red filter	Hóng Sè Lǜ Jìng	红色滤镜
/x/	regular soldier (not a recruit)	Zhēng Guī Jūn	正规军

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.06 / CM

Crit	English	Target Language:	Chinese
/x/	relieve	JIĒ CHÚ RÈN WÙ	解除任务
/x/	restraint	ZHÌ CÀI	制裁
/x/	roster	MÍNG DĀN	名单
/x/	safe (the)	BǎO XIǎN XIĀNG	保险箱
/x/	safekeeping	BǎO WÈI	保卫
/x/	salvage	QIǎNG JIÙ	抢救
/x/	secret	JÍ Jī MÌ	极机密
/x/	secret code	MÌ Mǎ DÀI Hào	密码代号
/x/	self-explanatory	Yì Yì MÍNG XIǎN DE	意义明显的
/x/	separate	FĒN KĀI	分开
/x/	shelter	YǎN BÌ Wù	掩护物
/x/	shiny surface	FĀ GUāNG DE BIǎO MIàn	发光的表面
/x/	signal	XÌN Hào	信号
/x/	signal flag	XÌN Hào QÍ	信号旗
/x/	signal gun	XÌN Hào QIǎNG	信号枪
/x/	smoke	CHōU YĀN	抽烟
/x/	spy	JIĀN DIÉ	间谍
/x/	stand guard	SHǒU WÈI	守卫
/	standing	LÌ ZÚ	立足
/x/	strategy	CÈ HUÀ	策划
/x/	superior	SHàng Sī	上司
/x/	surrounding atmosphere	ZHōU WÉI HUÁN JìNG	周围环境
/x/	top secret	JUÉ DUì Jī MÌ	绝对机密
/x/	torch light	DIàn TǒNG	电筒
/x/	traceless	Bù LIú XíNG Jī	不留痕迹
/x/	transmitter	FĀ Bào Jī	发报机
/x/	the trick of carrying	FǎN JIĀN Jì	反间计
	tales to both sides		
	so as to separate them		
	and get a victory		
/x/	unlock	KĀI LE SUǒ DE	开了锁的
/x/	useless	MÉI YǒU Yòng DE	没有用的

M.01

TSO Map

TSO 11BF1.SF / C.8.06 / CM

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 ⑥ 7 8 9 10

SEQUENCE TYPE

☒ linear☐ hierarchical☐ solitary

PRIMARY DECISION FACTOR

☒ job criticality☐ dependent relationship☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8 / 1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BF1.SF/C.8.06/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT	PROVIDE COMMUNICATIVE GUIDANCE
Gain attention 3.7/5.5.1/6.1/6.2/6.3	Encourage questions 6.9
Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1	Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/
State learning objectives 1.1/1.2	2.10.2/2.12.1/2.12.2/2.13/3.1.1/
Provide overview of activities and/or procedures 1.1/1.2/3.7	3.1.2/3.6/3.10.1/3.10.2/4.7
Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2	Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/
DEVELOPING THE SUBJECT	3.3.2/3.10.1/3.10.2
Identify/define main points 1.1/1.1/3.10.1	Provide supportive correction; recommending; caution 3.2.1/4.1/4.2/4.5/4.7
Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/	
2.6/2.8/3.10.1/4.1/4.5/4.6	
CONCLUDING THE LESSON	
Recall main points 1.1/1.2/2.3.1/2.3.2	
Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7	

TERMINAL SKILL OBJECTIVE

Page T.01

No. 11BF1.SF / C.7.01 / CM

DOCUMENTATION: The Fundamentals of Map Reading--A self-Instructional Text; Map and Aerial Photograph Reading; Soldier's Manual; TEC lessons: 930-071-0014F, 930-071-0015-F, 930-071-0016-F, 930-071-0017-F, 930-071-0018-F; Interview and survey data, Special Forces 11BF1 MOS holders.

COMMUNICATIVE TASK

COMPONENTS

Role ☐ Instructor
Com Act ☐ Demonstrates
Audience ☐ Group/Individual
Topics ☐ Map Reading & Compass
Purpose ☐ Train others to read

STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Chinese language in a face-to-face situation on a group or individual basis map reading and compass use by describing map scales, showing how to locate and identify the marginal information on a map, demonstrating how to use the military grid reference system, showing how to identify terrain features, and demonstrating how to use a compass for the purpose of training others to read maps and use a compass.

a map & use a compass

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
2 hours	30 min.
Materials/Equipment	Materials/Equipment
Soldier's manual, lensatic compass, maps, standard and technical dictionaries.	Blackboard, protractor, lensatic compass, maps, paper, pencil, 3 trainees
REGISTER	REGISTER
Speech	Print
techno-jargon	technical
formal	literary
x colloquial	informal

MacroSTANDARDS

DESCRIPTION The student will explain and demonstrate map reading and compass use to an audience in the Chinese language and correctly answer questions posed by audience members. He/she will supervise and evaluate trainee performance.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	military
x 2.0 Intell Att	technical
3.0 Emo Att	other
x 4.0 Suasion	
5.0 Soc Rit	
6.0 Man Comm	
	See T.04

VIII-83

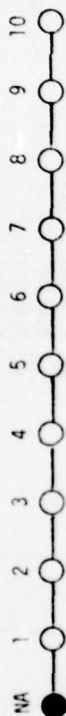
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TASK SCENARIO

Good day. My name is _____. I am your instructor for Map Reading and Compass Use. The ability to read, understand, and use a map is a very important professional qualification of every soldier, and should be acquired early in his career. It is vital in any military operation.

Marginal Information

One of the first things you must do in reading a map is to locate and identify the basic marginal information. They are ²Sheet Name, ³Sheet Number.

KEY TERMS
Vocabulary Items

' DÚ TÚ
读图

FUNCTIONS
Major Descriptors

5.1 greet
5.5.1 introduce
3.10.1 importance
2.6 need
2.8 obligation

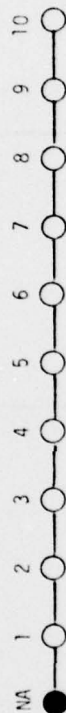
COMMENTS
Culture/References/Supplements

*The communicative activity in TSO approaches the gray area - it's a combination (for the purposes of language training) of "teaching" and "demonstrating." The language is more extensive than simple demonstrating, yet the trainee is shown how to do something. Therefore, this activity was determined to be "DEMONSTRATES" because the student, as an instructor, must supervise and evaluate trainee performance.

The student will gain attention, motivate, and state the learning objectives as part of E0 C.7-1.

1.1 identify
1.2 state factual information

² TÚ MÍNG 图名
³ TÚ HÀO 图号



TASK SCENARIO

¹ Index to Adjoining Sheets, ² Special Note,
³ Declination Diagram, ⁴ Scales, Contour Interval
Note, Credit Note, ⁵ Grid Reference Box, and
⁶ Legend. The Sheet Name is located at the center
of the top margin. You can find the Sheet Num-
ber in here, the upper right margin. (The in-
structor opens the map and shows the student by
pointing to the exact location of these 10 terms
on the map.)

⁷ Topographic Symbols

The mapmaker uses symbols to identify mapped
features. These symbols are called topographic

KEY TERMS
Vocabulary Items

- ¹ JIÉ TÚ ZHǐ SHì BIāO
接图指示标
- ² TÈ ZHù 特注
- ³ PIĀN CHā TÚ 偏差图
- ⁴ Bǐ Lì CHǐ 比例尺
- ⁵ FāNG GÉ Jǐ ZHǔN Yí
方格基准仪
- ⁶ TÚ Lì 图例

⁷ Dì ZHÈNG 地形

FUNCTIONS
Major Descriptors

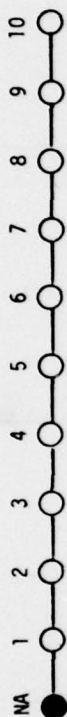
4.6 directions/
instructions/
commands

1.1 identify
1.2 state factual
information

COMMENTS
Culture/References/Supplements

The student will provide overview of
activities and procedures, explain the
final evaluation of trainee performance
in accord with EO C.7-1.

The student will identify all topographic
symbols according to C.7-2 (A).



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TASK SCENARIO

symbols. They have distinctive colors. The following map colors are standard:

¹Black: Man-made features; for example, road, mine, building.

³Red: Classification of man-made features, such as roads and built-up areas, as to use or type.

⁵Blue: Drainage; for example, stream, river, lake, swamp.

⁶Green: Vegetation, such as orchard, grassland, woods.

KEY TERMS
Vocabulary Items

FUNCTIONS
Major Descriptors

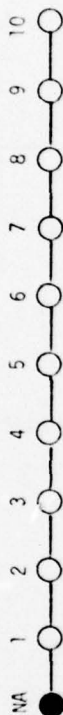
COMMENTS
Culture/References/Supplements

¹ HĒI SÈ 黑色
² RÉN ZÀO DÌ 人造的

³ HÓNG SÈ 红色

⁵ LÁN SÈ 蓝色
⁵ PÁI SHUǐ 排水

⁶ Lǜ SÈ 绿色



TASK SCENARIO

¹Brown: ²Elevation and ³Relief, as ⁴Contour lines.

⁵machures.

⁶Map Scales

If we located one point on our map and then another nearby, our first thought might be: What is the distance between these points? In the military, we are interested in two kinds of distances: ⁷Straight Line Distance and ⁸Road Distance. We find the mapmaker has provided us with an aid to determine distance. Located in the margin of our map is a ⁹Graphic (or Bar) Scale. To use the graphic scale, you must first

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
¹ ZHONG SE 棕色 ² GAO CHENG 高程 ³ QI FU DI XING 起伏地形 ⁴ DENG GAO XIAN 等高线 ⁵ YING XIAN 影线 ⁶ TU SHANG BI LI 图上比例	4.6 directions/ instructions/ commands	The student will identify and define map scales according to EO C.7-2.
⁷ ZHI XIAN JU 直线距离 ⁸ JIAO TONG YUN DONG JU LI 交通运动距离 ⁹ TU YONG BI LI CHI 图用比例尺	1.2 state factual information 1.1 identify 4.6 directions/ instructions/ commands	

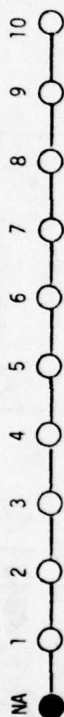
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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>understand Map Scale. Map scale is the fixed relationship between map distance and corresponding ground distance. The scale is expressed as a Representative Fraction.</p> <p>MD (Map Distance) The Representative RF = $\frac{MD}{GD}$ (Ground Distance)</p> <p>Fraction appears in the margin of the map as $\frac{1}{50,000}$ or 1:50,000. This means that 1 unit of measure on the map represents 50,000 of the same units of measure on the ground.</p> <p>There is also a graphic scale printed in the margin as a special ruler to measure ground distance on that map. Normally, military maps have three</p>		<p>1.2 state factual information</p> <p>4.6 directions/ instructions/ commands</p> <p>1.1 identify 1.2 state factual information</p>	<div style="border: 1px solid black; padding: 5px;"> <p>The student must be able to provide simple definitions of map-reading terminology, give examples and non-examples, and make comparisons when required.</p> </div>



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TASK SCENARIO

graphic scales expressed in ¹miles, ²meters, and ³yards. The graphic scale is simple to use. But, because of its simplicity, many students make two common errors. Take out your map. Note that the graphic scales are in two parts. To the right of zero is the Primary Scale. To the left of zero is the Extension Scale. The primary scale is divided into a standard unit of measure; i.e., 1 mile, 1,000 meters, 1,000 yards, 1 ⁵nautical mile. The extension scale is divided into tenths of the standard unit of measure; i.e., 1/10 mile, 100 meters, 100 yards, 1/10 nautical mile. The

KEY TERMS Vocabulary Items

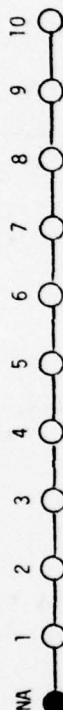
¹ YING LI 英里
² GONG CHI 公尺
³ MA 码

FUNCTIONS Major Descriptors

1.1 identify
1.2 state fact
1.2 information
4.6 directions/
instructions/
commands

COMMENTS Culture/References/Supplements

⁴ YAN SHEN BI LI CHI 延伸比例尺
⁵ HAI LI 海里



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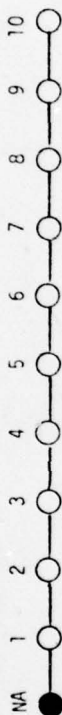
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TASK SCENARIO

first common error made by a student is that when he takes his measurement, he forgets that the zero mark is within the body of the scale and he will measure from either end of the scale. The other common error is that the student will attempt to measure meters on the yard scale, or vice versa. Remember, start your measurement from the zero mark, and be sure to use the correct scale. Now, let us see how we would use the graphic scale to measure straight-line ground distance. First, we take a straight edge (it could be a piece of paper) and place it on our

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
	1.2 state factual information 4.5 warnings	The student will model map scales computation, issue warnings about the two common errors, and describe the procedures to be demonstrated according to EO C.7-3.
'ZHÍ CHÍ <i>zhí</i>	4.6 directions/instructions/commands	



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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>map so that one corner is at the <u>center of mass</u> of one of our points of interest. Make sure that the straight edge passes through the center of mass of our other point of interest. We now place a <u>tick mark</u> on our straight edge opposite the center of mass. Then we transfer the straight edge to the <u>Meter Scale</u> and place the left corner of our straight edge at the zero mark. Then, we read to the right. If our measurement extends beyond 2,000 meters, we would simply slide the amount of the extension to the left into the extension scale and count over from zero.</p>	<p>1. <u>ZHONG DIAN</u> 中点</p>	<p>4.6 directions/instructions/commands</p>	
	<p>2. <u>BIAO JI</u> 标记</p>		
	<p>3. <u>GONG CHI ZHI</u> 公尺制</p>		



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TASK SCENARIO

To measure Road Distance, you must first decide on which side of the road to take your measurement. (The instructor explains how to measure road distance.)

Elevation and Relief

Elevation is the height or the vertical distance of the terrain or an object on the terrain above or below mean sea level expressed in either feet or meters. ² Relief is the variation in the height and shape of the earth's surface; that is, the ups and downs of the ground. Elevation and relief may be indicated on a map by hachures, ³ layer

FUNCTIONS
Major Descriptors

4.6 directions/
instructions/
commands

KEY TERMS
Vocabulary Items

¹ PÍNG JŪN Hǎi PÍNG MIÀN
平均海面

² Qǐ Fú Dì Xíng Qǐ Fú Dì Xíng
起伏地形

³ Fēn Céng Shàng Sè
分层上色

COMMENTS
Culture/References/Supplements

The student will provide explanation of Elevation and Relief in accord with EO C.7-2.

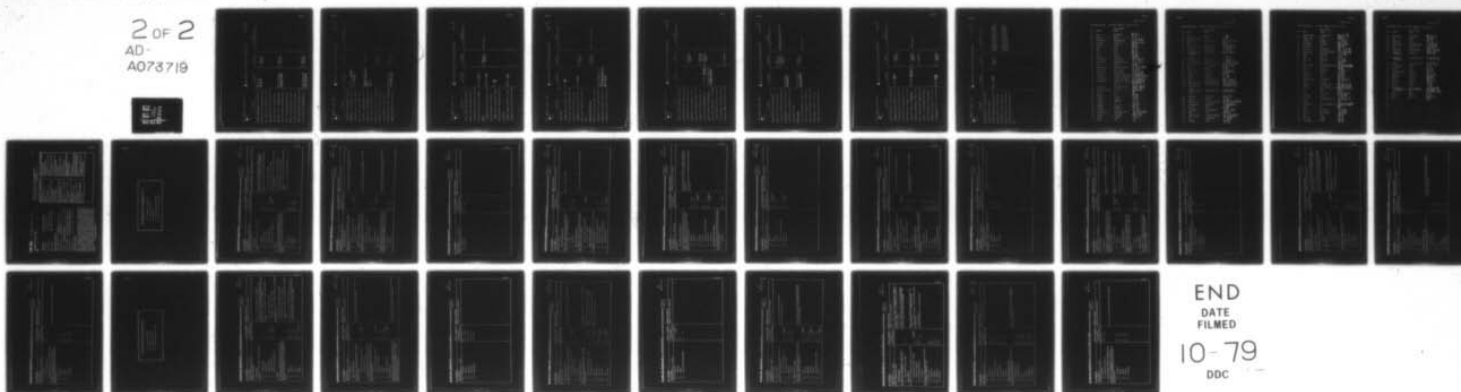
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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA. VOLUME--ETC(U)
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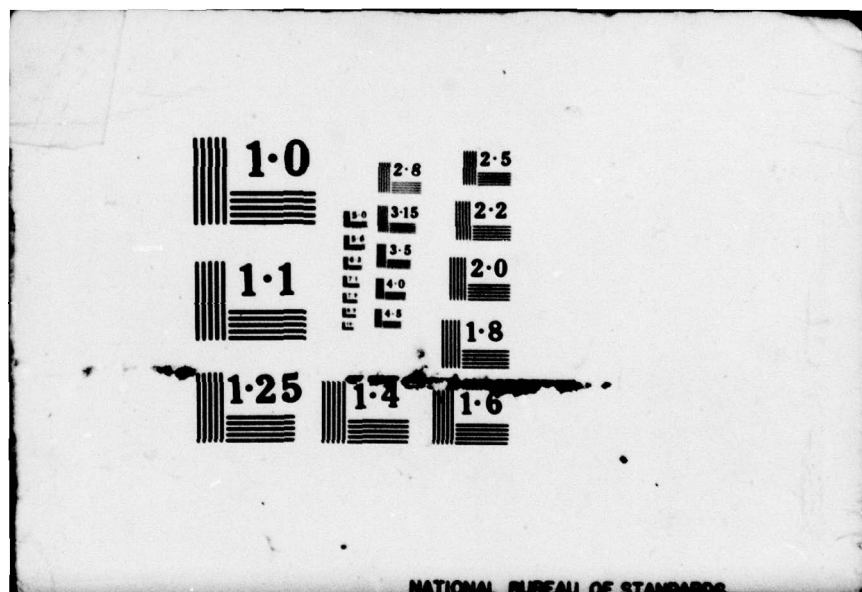
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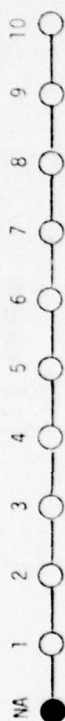


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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>tinting, or ¹contour lines. Contour lines are used primarily on large scale and medium scale maps. Contour lines are imaginary lines on the ground connecting points of equal elevation. On a map they are actual lines usually shown in brown, black, or gray. The ²contour interval, which is the vertical distance between contour lines, is stated in the marginal information. Normally, every fifth contour line is printed more heavily than the others and is indexed showing the height above or below mean sea level. This line is known as the ³Index Contour Line. If</p>	<p>¹ DĒNG GĀO XIÀN 等高线</p>	<p>1.1 identify state factual information 1.2</p>	
	<p>² DĒNG GĀO XIÀN JĀN JÙ 等高线间距</p>	<p>1.1 identify state factual information 1.2</p>	
	<p>³ TÈ DĒNG DĒNG GĀO XIÀN 特是等高线</p>	<p>1.1 identify state factual information 1.2</p>	



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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>the contour lines close together, it indicates a <u>steep slope</u>. On the other hand, if contour lines stay far apart, it indicates a gentle slope. On uniform slopes, contour lines are evenly spaced. On <u>irregular slopes</u>, they are unevenly spaced. Movement <u>parallel</u> to contour lines is relatively level. Movement across contour lines is up or down slope. Occasionally, the contour interval is too large to show significant topographic formations. When this occurs, broken contour lines called <u>supplementary</u> <u>contour lines</u> are added at one-half the contour</p>	<p>' XIǎN Jùn DE 险峻的 ' XIÉ Pō 斜坡 ' Cēn Cǐ Bù Qí DE XIÉ Pō 参差不齐的斜坡 ' Píng Xíng 平行 ' Bǔ Zhù Dēng Gāo Xiàn 辅助等高线</p>	<p>1.1 identify 1.2 state factual information 1.1 identify 1.2 state factual information 1.1 identify 1.2 state factual information</p>	

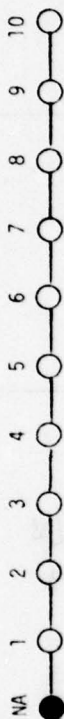


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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>interval. Contour lines forming a depression contain tick marks pointing toward the bottom of the depression. All terrain may be classified into one of the following five basic ¹terrain <u>features</u>:</p> <p>1. ² <u>Hilltop</u>: When you are located on a hilltop, the ground slopes down in all directions.</p> <p>2. ³ <u>Ridge</u>: When you are located on a ridge, the ground slopes down in three directions and up in one direction.</p> <p>3. ⁴ <u>Valley</u>: When you are located in a valley, the ground slopes up in three directions and down</p>	<p>¹ DÌ XÍNG 地形</p> <p>² SHĀN DǐNG 山顶</p> <p>³ Jí 脊</p> <p>⁴ SHĀN Gǔ 山谷</p>	<p>1.1 identify 1.2 state factual information</p>	<p>Refer to EO C.7-2.</p>

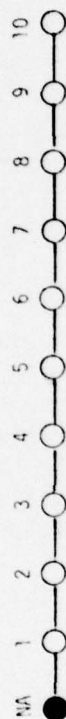


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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>in one direction.</p> <p>4. <u>Saddle</u>: When you are located in a saddle, there is higher ground in two opposing directions and lower ground in two opposing directions.</p> <p>5. <u>Depression</u>: When you are located in a depression, there is higher ground in all directions.</p> <p><u>Military Grid Reference System</u></p> <p>The military grid reference system is a network of 100,000 meter squares superimposed on a <u>UTM</u> Grid Zone segment. Remember, the squares are 100,000 meters on each side. The 100,000 meter</p>	<p>¹ 鞍 草名</p> <p>² 凹地</p> <p>³ GUÓ JÌ TŌNG YŌNG MÀI KUÍ TÈ ZUŌ BIAO JÍ TŌNG 国际通用坐标系统</p>	<p>1.1 identify state factual information</p> <p>1.2 identify state factual information</p>	<p>Refer to the steps in EO C.7-1.</p>

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>squares are further subdivided into 1,000 meter squares formed by North-South parallel lines and East-West parallel lines. Note also that each North-South grid line increases in value from west to east, and that each East-West grid line increases in value from south to north. This gives us one of our <u>cardinal rules</u> in map reading: Whenever you read a ²coordinate, you always read first RIGHT, then UP. Our coordinate is always an EVEN set of digits, and it is written as a continuous series of digits without any punctuation. Remember, the first half of a coordinate</p>	<p>' JĪ BĒN YUǎN ZÉ 基本原则 ' CÈ LIÁNG JĪ ZHǔN ZUò BĪÁO 测量基准座标</p>	<p>4.6 directions/instructions/commands</p> <p>1.2 state factual information</p> <p>4.6 directions/instructions/commands</p>	
		3.10.1 remembering	

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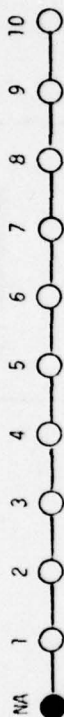
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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>dinate represents the right reading and the second half, the up reading. For example...</p> <p>(The instructor demonstrates how to determine the <u>grid coordinates</u> of a point on a military map using the Military Grid Reference System by using illustrations and/or maps.)</p>	<p>¹ Wǎng Gé Zuò Biāo 网格座标</p>	<p>1.1 identify state factual information 1.2 directions/ instructions/ commands</p>	<p>*The demonstration by the student will be in accord with E0 C.7-3.</p>
<p>² <u>Lensatic Compass</u></p> <p>This is a lensatic compass. It consists of a case in which a magnetized dial is mounted on a pivot in such a manner that it can rotate freely when the compass is held level. On the dial, there are luminous figures. They are an arrow</p>	<p>² Yè Guāng Zhǐ Nán Zhēn 夜光指南针</p>	<p>1.1 identify state factual information 1.2</p>	<p>Refer to E0 C.7-2.</p>

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>and the letters E and W. The arrow always points to <u>magnetic north</u> and the letters fall at East (E) 90° and West (W) 270°. Also, there are two scales on the dial. The outer scale is in miles and the inner scale is in degrees. This is the sighting wire, and this is the <u>sighting slot</u>. (The instructor demonstrates by showing.) There are two things you have to remember when you use a compass. First, keep away from metal objects and high tension wires. Second, keep compass closed when it is not in use. This is ^{how} you hold a <u>compass</u> when using it. It is called the</p>	<p>1 CÍ BĚI 磁北</p>	<p>1.1 identify 1.2 state factual information</p>	
	<p>2 KUÍ SHÌ KǒNG 窥视孔</p>	<p>4.6 directions/instructions/commands</p>	<p>Refer to EO C.7-3.</p>
	<p>3 LUÓ PÁN 罗盘</p>	<p>3.10.1 remembering</p>	<p>4.6 directions/instructions/commands</p>

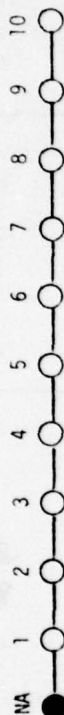
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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>center-hold technique. (The instructor demonstrates the center-hold technique.)</p> <p>To measure an <u>azimuth</u>, simply turn your entire body toward the object, pointing the compass cover directly at the object. Once you are pointing at the object, just look down and read the azimuth from beneath the fixed black index line.</p>	<p>'FĀNG WÈI 方位</p>	<p>4.6 directions/instructions/commands</p>	<p>Following the demonstration or demonstrations, the student will show his ability to supervise trainee performance in accord with EO C.7-5.</p> <p>Following supervision of trainee performance, the student will demonstrate his ability to provide evaluation and evaluation feedback to trainees in accord with EO C.7-5.</p>

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.7.01 / CM

Crit	English	Target Language: Chinese	
/x/	apex	ZUÌ GĀO DIǎN	最高点
/x/	azimuth	FĀNG Wèi	方位
/x/	back azimuth	FǎN FĀNG Wèi JIǎO	反方位角
/x/	bar scale	TÚ BIǎO Bǐ Lǐ	图表比例
/x/	base line	Jī Xiàn	基线
/ /	black	Hēi Sè	黑色
/ /	blue	Lán Sè	蓝色
/ /	brown	Zōng Sè	棕色
/x/	cardinal	Jī Shù	基数
/x/	cardinal rules	Jī Běn Yuán Zé	基本原则
/x/	center of mass	Zhōng Diǎn, Zhí Xīn	中点, 质心
/x/	compass	Luó Pán	罗盘
/x/	contour interval	Děng Gāo Xiàn Jiān Jù	等高线间距
/x/	contour lines	Děng Gāo Xiàn	等高线
/x/	contour map	Děng Gāo Xiàn Tú	等高线图
/x/	coordinates	Cè Liáng Jī Zhǔn Zuò Biāo	测量基准座标
/x/	coordinate point	Zuò Biāo Zhóu Jiāo Diǎn	座标轴交点
/x/	dead reckoning	Chuán Wèi Zhì Jiǎn Dān	船位推算
		Tuī Cè Fǎ	推测法
/x/	declination	Piān Jiǎo, Piān Chā	偏角, 偏差
/x/	declination diagram	Piān Chā Tú	偏差图
/x/	degree	Dù	度
/x/	depression	Āo Dì	凹地
/x/	diagram	Tú Biǎo	图表
/x/	direction	Fāng Xiàng	方向
/x/	distance	Jù Lí	距离
/x/	drainage	Pái Shuǐ	排水
/x/	elevation	Gāo Chéng	高程
/x/	extension scale	Yǎn Shēn Bǐ Lǐ Chí	延伸比例尺
/x/	eyepiece	Jiē Mù Jìng	接目镜
/ /	feature	Tè Zhēng	特征
/ /	feet	Chī	呎

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.7.01 / CM

Crit	English	Target Language: Chinese	
/X/	<u>fraction</u>	FĒN SHÙ	分数
/X/	<u>geographical features</u>	DÌ SHÌ	地势
/X/	<u>graphic scale</u>	TÚ Yòng Bǐ Lǐ CHǐ	图用比例尺
/	<u>green</u>	Lǜ SÈ	绿色
/X/	<u>grid coordinates</u>	WǎNG GÉ ZUÒ BIǎO	网格座标
/X/	<u>grid lines</u>	FāNG GÉ Xiàn	方格线
/X/	<u>grid-magnetic angle</u> (G-M angle)	CÍ Běi PIǎN JiǎO	磁北偏角
/X/	<u>grid north</u>	FāNG GÉ Běi	方格北
/X/	<u>grid reference box</u>	FāNG GÉ Jī Zhǔn Yí	方格基准仪
/X/	<u>grid reference system</u>	FāNG GÉ Jī Zhǔn Xì Tǒng	方格基准系统
/X/	<u>grid squares</u>	ZUÒ BIǎO FāNG GÉ	座标方格
/	<u>ground</u>	Dì MIàn	地面
/X/	<u>ground distance</u>	Dì MIàn Jù LÍ	地面距离
/X/	<u>hachures</u>	YǐNG Xiàn	影线
/X/	<u>hill top</u>	SHāN DǐNG	山顶
/X/	<u>index</u>	SUǒ YǐN, Zhǐ BIǎO	索引, 指标
/X/	<u>index contour line</u>	Tè DìNG DĒNG GāO Xiàn	特定等高线
/X/	<u>index to adjoining</u> sheets	JīE Tú Zhǐ Shì BIǎO	接图指示标
/	<u>intermediate contour</u> line	DĒNG GāO ZhōNG Xiàn	等高中线
/X/	<u>intersection</u>	JiāO CHō DIǎN	交叉点
/X/	<u>interval</u>	JiāN GÉ	间隔
/X/	<u>irregular slope</u>	CĒN Cǐ Bù QÍ DE XiÉ Pō	参差不齐的斜坡
/X/	<u>land navigation</u>	Dà Dì Háng Cè	大地航测
/X/	<u>latitude</u>	Wěi DÙ	纬度
/X/	<u>layer tinting</u>	FĒN CÉNG SHàng SÈ	分层上色
/X/	<u>legend</u>	TÚ Lǐ	图例
/X/	<u>lensatic compass</u>	Yè GUāNG Zhǐ Nán ZhēN	夜光指南针
/	<u>level</u>	SHUǐ PíNG MIàn	水平面
/X/	<u>longitude</u>	JīNG DÙ	经度

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.7.01 / CM

Crit	English	Target Language: Chinese	
/x/	magnetic azimuth	CÍ FANG WÈI JIǎO	磁方位角
/x/	magnetic north	CÍ BĒI	磁北
/ /	man-made	RÉN ZÀO DE	人造的
/x/	map distance	TÚ SHàng Jù	图上距
/x/	map reading	DÚ TÚ	读图
/x/	map scale	TÚ SHàng Bǐ Lì	图上比例
/x/	mean sea level	PÍNG JŪN Hǎi PÍNG MIàn	平均海平面
/x/	meridan	Zǐ Wǔ Xiàn	子午线
/ /	meter	Gōng Chǐ	公尺
/x/	meter scale	Gōng Chǐ Zhì	公尺制
/ /	mile	Yīng Lǐ	英里
/x/	modified rection	Gǎi Liáng Fǎn Yìng Xì Shù	改良反应系数
/x/	mosaic	Xiáng Tú	详图
/ /	natural	Tiān Rán DE	天然的
/x/	nautical mile	Hǎi Lǐ	海里
/x/	oblique	Xié DE	斜的
/x/	orienting the map	Dì Tú Dìng Wèi	地图定位
/x/	parallel	Píng Xíng	平行
/x/	photomap	Zhào Xiàng Dì Tú	照相地图
/x/	protractor	Liáng Jiǎo Qì, Fēn Dù Guī	量角器, 分度规
/ /	red	Hóng Sè	红色
/x/	relief	Qǐ Fú Dì Xíng	起伏地形
/x/	relief map	Lì Tǐ Tú	立体图
/x/	resection	Hòu Fāng Jiāo Huì Fǎ	后方交会法
/x/	ridge	Jí	脊
/ /	road distance	Jiāo Tōng Yùn Dòng Jù Lǐ	交通运动距离
/x/	saddle	Ān	鞍
/x/	scale	Bǐ Lì Chǐ	比例尺
/x/	sea level	Hǎi Píng Miàn	海平面
/x/	sheet	Tú Yè	图页
/x/	sheet name	Tú Míng	图名
/x/	sheet number	Tú Hào	图号

M.01

TSO Map

TSO 11BF1.SF / C.7.01 / CM

RECOMMENDED TRAINING SEQUENCE

NA	1	2	3	4	5	6	7	8	9	10

SEQUENCE TYPE

PRIMARY DECISION FACTOR

☐ linear☐ job criticality☐ hierarchical☐ dependent relationship☒ solitary☒ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Chinese (Mandarin)

Rolebooks: Instructor (Chinese)

Special Vocabulary: See TSO 11BF1.SF/C.7.01/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

INTRODUCING THE DEMONSTRATION Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1	SUPERVISING STUDENT PERFORMANCE Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1/3.1.2/3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7
PROVIDING EXPLANATION Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2	EVALUATING PERFORMANCE Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7
DEMONSTRATING Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6	PROVIDING GUIDANCE Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Acknowledge emotional attitude 3.1/3.1.2/3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7

The following pages present the Enabling Objectives for the Communicative Activity DEMONSTRATES. They are:

- C.7.1 Introducing the Demonstration
- C.7.2 Providing Explanation
- C.7.3 Demonstrating
- C.7.4 Supervising Student Performance
- C.7.6 Providing Communicative Guidance

ENABLING OBJECTIVE C.7.1 INTRODUCING THE DEMONSTRATION

E.01

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>INTRODUCING THE DEMONSTRATION</p> <p>A. <u>Gain attention</u></p> <p>The student gains attention using the following functions:</p> <p>6.1.1 interrupt</p> <p>5.5.1 introduce oneself</p> <p>3.7 express intention</p> <p>6.2 sequence communication</p> <p>6.3 refocus or adjust communication</p> <p>B. <u>Motivate</u></p> <p>The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:</p> <p>2.6 need</p> <p>2.8 obligation</p> <p>3.10.1 importance</p> <p>4.1 suggest</p>	<p>6.1.1: 4</p> <p>5.5.1: 3</p> <p>3.7: 2/3/5</p> <p>6.2: all elements listed</p> <p>6.3: 4/5/9/10</p> <p>2.6: 1-7</p> <p>2.8: 1-8</p> <p>3.10.1: 1-3/5</p> <p>4.1: 4-8/10</p>	<p>SALUTATION/INTRODUCTION - INCLUDE JOB TITLE</p> <p>The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.</p> <p>The student must have command of a number of stock phrases such as:</p> <p>"May I have your attention, please."</p> <p>"If everyone is ready, let's get started."</p> <p>The student will employ with automatic fluency such instructional introductions as:</p> <p>"The objectives for this session are as follows."</p> <p>"There are three objectives for this lesson."</p> <p>"At the end of this session, you should be able to do three things."</p> <p>"Given _____, you should be able to _____."</p>

CHINESE

ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
C. <u>State learning objectives</u> The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:		
1.1 identify objects, persons, processes	1.1: all elements listed	The student must be able to verbally state learning objectives in action hands-on terms in the target language.
1.2 state factual information	1.2: 1	
D. <u>Provide overview of activities and/or procedures</u> The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions:		This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.
1.1 identify objects, persons, processes	1.1: 10	
1.2 state factual information	1.2: 1	The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.
3.7 intention	3.7: 2/3/5	
6.2 sequence communication	6.2: all elements listed	
E. <u>Explain evaluation</u> The student will describe the reason for evaluation, the process of finding out if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner.		
2.8 obligation	2.8: 1/3-5	
2.5.1 capability	2.5.1: 1-3/5	

CHINESE

ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES** COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.2 incapability 3.10.1 importance	2.5.2: 1-4 3.10.1: 1-3/5	

CHINESE

ENABLING OBJECTIVE C.7-2 PROVIDING EXPLANATION

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING EXPLANATION		
A. <u>Issue warnings and cautions</u>		
The student will point out any parts or procedures that could cause a safety hazard endangering health, equipment, or environment. S/he will use functions:		
4.5 warnings	4.5: 1-7	Safety is a required procedure.
2.4.1 possibility	2.4.1: 1-4/6	
B. <u>Identify parts and label them</u>		
The student will identify the various parts of equipment, tools, machinery, and the like, using simple sentence constructions as found in functions:		Training aids, labeled diagrams are often most helpful here.
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information		
C. <u>Identify steps in a procedure</u>		
The student will list in order the steps in the procedure to be learned using functions:		
1.1 identify objects, persons, processes	1.1: 10	
1.2 state factual information	1.2: 1	
4.6 directions/instructions/commands	4.6: 2/3	
6.2 sequence communication	6.2: all elements listed	

ENABLING OBJECTIVE C.7-3 DEMONSTRATING

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>DEMONSTRATING</p> <p>A. <u>Make comments on modeled actions</u></p> <p>During the demonstration, performed by the student or one or more assistants, the student will point out critical things to remember, practice, or perform that ensure successful performance of the learning task. S/he will employ the following functions:</p> <p>2.3.1 remembering</p> <p>2.3.2 forgetting</p> <p>2.6 need</p> <p>3.10.1 importance</p> <p>4.5 warnings</p> <p>4.6 directions/instructions/commands</p> <p>2.4.1 possibility</p> <p>2.4.2 impossibility</p> <p>B. <u>Make comments on the procedures</u></p> <p>The student will point out the elements within each step of a procedure that are critical to successful performance. S/he will use functions:</p> <p>2.3.1 remembering</p>		<p>2.3.1: 1/3/5-7</p> <p>2.3.2: 1/3/5</p> <p>2.6: all elements listed</p> <p>4.5: 1-7</p> <p>4.6: 1-4</p> <p>2.4.1: all elements listed</p> <p>2.3.1: 1-3/6/7</p>	<p>Throughout this task, functions 1.1 and 1.2 are used. The critical learning in this EO is the mastery of the other functions.</p> <p>Often the explanation and demonstration can be combined as one activity.</p>

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ENABLING OBJECTIVE C.7-3 DEMONSTRATING

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.2 forgetting		2.3.2: 1/3/5	
2.6 need		2.6: all elements listed	
3.10.1 importance		3.10.1: 1-3/5	
4.5 warnings		4.5: 1-3	
4.6 directions/instructions/commands		4.6: 1-3	
2.4.1 possibility		2.4.1: all elements listed	
2.4.2 impossibility		2.4.2: 1/2/5	

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ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE

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SKILL DEVELOPMENT**LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
SUPERVISING STUDENT PERFORMANCE A. Answer questions The student will answer questions requesting information, clarification, or guidance by using functions:		
1.1 identify objects, persons, processes	1.1: all elements listed	Be sure to allot plenty of time for student practice.
1.2 state factual information	1.2: 1	
4.6 directions/instructions/commands	4.6: 1-4	A checklist or step-by-step chart is a useful instructor tool during supervision.
4.4 advice	4.4: 1-8	
4.7 corrections	4.7: 1-6	
B. Acknowledge emotional attitudes The student will verbally acknowledge his/her understanding of emotional attitudes on the part of the questioner using functions:		
3.1.1 pleasure/liking	3.1.1: 1/2/6	
3.1.2 displeasure/dislike	3.1.2: 1-3	
3.3.1 fear	3.3.1: 1-3	
3.3.2 worry	3.3.2: 1/2	
3.10.1 importance	3.10.1: 1/2	
3.10.2 unimportance/indifference	3.10.2: 1/2	

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ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES** COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>C. <u>Provide supportive correction</u></p> <p>The student will make supportive corrections of learners' performance of the task using functions:</p> <p>3.2.1 satisfaction</p> <p>4.1 suggestions</p> <p>4.4 advice</p> <p>4.7 corrections</p>	<p>3.2.1: 4-7</p> <p>4.1: 3-9</p> <p>4.4: 2-8</p> <p>4.7: 2-6</p>	<p>It is important to correct the learner in ways that build confidence.</p>

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>EVALUATING PERFORMANCE</p> <p>A. <u>Ask questions</u></p> <p>The student will ask questions for the purpose of obtaining responses from learners who are being evaluated. These questions can be requests for information or invitations for the learner to perform all or parts of the task. The student will use functions:</p> <p>1.3 seek factual information</p> <p>2.5.1 capability</p> <p>2.11 awareness</p> <p>B. <u>Express approval/disapproval</u></p> <p>The student will verbally express approval for correct responses or actions on the part of the learner. The student will use verbal expressions of disapproval only under extreme or unusual circumstances. S/he will use functions:</p> <p>3.9.1 approval</p> <p>3.9.2 disapproval</p> <p>C. <u>Provide assessment</u></p> <p>The student will tell the learner how s/he did on the learning task. The student will point out satisfactory and unsatisfactory performance, and make supportive corrections using functions:</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>1.3: all elements listed 2.5.1: 1/5/6 2.11: 4</p> <p>3.9.1: 2-5 3.9.2: 2-6</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>Require the student to work independently. Use an evaluation checklist.</p> <p>Remember! Student performance is a measure of validity of instruction.</p> <p>Usually instructor will ask student about error made such as: "What function does that part have?"</p> <p>Review basic content and essential steps. Remotivate the learner.</p>

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ENABLING OBJECTIVE C.7-5 EVALUATING PERFORMANCE**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES** COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: 1	
3.2.1 satisfaction	3.2.1: 1/4-7	
3.2.2 dissatisfaction	3.2.2: 5-7	
4.7 corrections	4.7: 2-4/6	

ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>PROVIDING COMMUNICATIVE GUIDANCE</p> <p>A. <u>Encourage questions</u></p> <p>The student will encourage questions during, after, or during and after the presentation. S/he will use:</p> <p>6.9 request questions and/or comments</p> <p>B. <u>Answer questions</u></p> <p>The student will answer factual questions using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual questions</p> <p>2.10.2 affirmation/confirmation</p> <p>4.7 corrections</p> <p>The student will answer questions requiring the expression of <u>thoughts</u> or <u>opinions</u> by using:</p> <p>2.4.1 possibility</p> <p>2.4.2 impossibility</p> <p>2.5.1 capability</p> <p>2.5.2 incapability</p> <p>2.12.1 difficulty</p>	<p>6.9: 1-3</p> <p>1.1: all elements listed</p> <p>1.2: 1</p> <p>2.10.2: 1-3</p> <p>4.7: 1-4/6</p> <p>2.4.1: 1</p> <p>2.4.2: 1</p> <p>2.5.1: 1</p> <p>2.5.2: 1</p> <p>2.12.1: 1</p>	<p>This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.</p> <p>A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.</p> <p>Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.</p> <p>In thought and opinion questions, introductory phrases should be learned such as:</p> <p>"It is possible that..."</p> <p>"We found it can be done for the following reasons."</p>

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ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 1/4	
2.13 belief/opinion	2.13: 1-3	
3.10.1 importance	3.10.1: 1	
3.10.2 unimportance/indifference	3.10.2: 1	
3.1.1 pleasure/liking	3.1.1: 1/2	
3.1.2 displeasure/dislike	3.1.2: 1-3	
3.6 preference	3.6: 1-3	
4.7 corrections	4.7: 1-3	
C. <u>Acknowledge emotional attitudes</u>		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
The student will acknowledge emotional attitudes on the part of questioners using functions:		
3.1.1 pleasuring/liking	3.1.1: 1/2	
3.1.2 displeasure/dislike	3.1.2: 1-3/6	
3.3.1 fear	3.3.1: 1-3/6	
3.3.2 worry	3.3.2: 1/2/4	
3.5 surprise	3.5: 1-3	
3.2.1 satisfaction	3.2.1: 1-3/7	
3.2.2 dissatisfaction	3.2.2: 1-4/6	

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>3.10.1 importance</p> <p>3.10.2 unimportance/indifference</p> <p>D. <u>Provide supportive correction; recommend; caution</u></p> <p>The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:</p> <p>3.2.1 satisfaction</p> <p>4.1 suggests</p> <p>4.2 requests</p> <p>4.5 warnings</p> <p>4.7 corrections</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>3.10.1: 1/2</p> <p>3.10.2: 1/2/5</p> <p>3.2.1: 4-7</p> <p>4.1: 3-8</p> <p>4.2: 2-6</p> <p>4.5: 2-5</p> <p>4.7: 2-4/6</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>This is also an area where human skills play a large part.</p>

The following pages present the Enabling Objectives for the Communicative Activity TEACHES. They are:

- C.8.1 Introducing the Subject
- C.8.2 Developing the Subject
- C.8.3 Concluding the Lesson
- C.8.4 Providing Communicative Guidance

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>INTRODUCING THE SUBJECT</p> <p>A. <u>Gain attention</u></p> <p>The student will gain attention using the following functions:</p> <p>5.5.1 introduce oneself</p> <p>6.1.1 interruption</p> <p>3.7 express intention</p> <p>6.2 sequence communication</p> <p>6.3 refocus or adjust communication</p> <p>B. <u>Motivate</u></p> <p>The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:</p> <p>2.6 need</p> <p>2.8 obligation</p> <p>3.1.1 liking</p> <p>3.4 hope</p> <p>4.1 suggest</p>	<p>5.5.1: 3</p> <p>6.1.1: 4</p> <p>3.7: 2-5</p> <p>6.2: 1-3/5/8-10</p> <p>6.3: 4/5/8/10</p> <p>2.6: 1-4</p> <p>2.8: 1-5</p> <p>3.1.1: 1-5</p> <p>3.4: 1/2</p> <p>4.1: 1/2/4-6/8/9</p>	<p>Open with a salutation, greeting, and introduction.</p> <p>The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.</p> <p>The student must have command of a number of stock phrases such as:</p> <p>"May I have your attention, please."</p> <p>"If everyone is ready, let's get started."</p> <p>The student will employ with automatic fluency such instructional introductions as:</p> <p>"The objectives for this session are as follows."</p> <p>"There are three objectives for this lesson."</p> <p>"At the end of this session, you should be able to do three things."</p> <p>"Given _____, you should be able to _____."</p> <p>The student must be able to verbally state learning objectives in action hands-on terms in the target language.</p>

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ENABLING OBJECTIVE C.8-1 INTRODUCING THE SUBJECT

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance		3.10.1: 1/2	This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.
C. <u>State learning objectives</u>			
The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:			
1.1 identify objects, persons, processes		1.1: all elements listed	
1.2 state factual information		1.2: 1	The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.
D. <u>Provide overview of activities and/or procedures</u>			
The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions:			
1.1 identify objects, persons, processes		1.1: all elements listed	
1.2 state factual information		1.2: 1	
3.7 intention		3.7: 2/3/5	
4.1 suggest		4.1: 4/6/8/9	
6.2 sequence communication		6.2: all elements listed	
E. <u>Explain evaluation</u>			The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.
The student will describe the reason for evaluation. The process of finding out, if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner. S/he will use functions:			

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ENABLING OBJECTIVE C.8.1 INTRODUCING THE SUBJECT

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.8 obligation		2.8: 1/3/5	
2.5.1 capability		2.5.1: 1/2/5/6	
2.5.2 incapability		2.5.2: 2/4/5	
3.2.1 satisfaction		3.2.1: 2-7	
3.2.2 dissatisfaction		3.2.2: 2/3/5-7	

ENABLING OBJECTIVE C.8-2 DEVELOPING THE SUBJECT**SKILL DEVELOPMENT**

MacroSTANDARDS Communicative Activity "TEACHES"	Linguistic KNOWLEDGES (Functional Elements)	Comments and ADDITIONAL INFORMATION
<p>DEVELOPING THE SUBJECT</p> <p>A. <u>Identify/define main points</u></p> <p>The student will identify main points, define them, and give examples and non-examples. S/he will use functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>3.10.1 importance</p> <p>B. <u>Explain and support main points</u></p> <p>The student will explain and support main points with statistics, quotes, analogies, and facts. The student will use functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>2.4.1 possibility</p> <p>2.4.2 impossibility</p> <p>2.5.1 capability</p> <p>2.5.2 incapability</p> <p>2.6 need</p> <p>2.8 obligation</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>1.1: all elements listed</p> <p>1.2: 1</p> <p>3.10.1: 2-5</p> <p>1.1: all elements listed</p> <p>1.2: 1</p> <p>2.4.1: all elements listed</p> <p>2.4.2: 1-3/5</p> <p>2.5.1: all elements listed</p> <p>2.6: all elements listed</p> <p>2.8: 1/2/3/5-8</p>	<p>EO S.3-2 INTRODUCING KEY TERMS is a supporting objective for this activity.</p> <p>This step requires much preparation. A checklist should be used to insure:</p> <ul style="list-style-type: none"> •adequate support for the objectives or main points •meaningful activities on the part of the learner •explanations adequate for student understanding •clear-cut and logical organization

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ENABLING OBJECTIVE C.8.2 DEVELOPING THE SUBJECT

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance 4.1 suggestions 4.5 warnings 4.6 directions/instructions/commands	3.10.1: all elements listed 4.1: " 4.5: " 4.6: 1-4	

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ENABLING OBJECTIVE C.8-3 CONCLUDING THE LESSON

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>CONCLUDING THE LESSON</p> <p>A. Recall main points</p> <p>The student will review basic content and essential actions. S/he will use functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>2.3.1 remembering</p> <p>2.3.2 forgetting</p> <p>B. Recommend courses of action</p> <p>The student will recommend courses of action to be taken based on the content of the lesson. S/he will remotivate the learners. S/he will use functions:</p> <p>2.6 need</p> <p>2.8 obligation</p> <p>3.10.1 importance</p> <p>4.1 suggestions</p> <p>4.7 correction</p> <p>4.6 directions/instructions/commands</p> <p>4.4 advice</p>	<p>1.1 all elements listed</p> <p>1.2: 1</p> <p>2.3.1: 1-3/5-7</p> <p>2.3.2: 1-3/5</p> <p>2.6: all elements listed</p> <p>2.8: "</p> <p>3.10.1: 1-3/5</p> <p>4.1: all elements listed</p> <p>4.7: all</p> <p>4.6: 1-3/4</p> <p>4.4: all elements listed</p>	<p>The main points are recalled and summarized.</p> <p>Learner completes his/her notes.</p> <p>The learner must fully realize the practical value of the lesson. This must become a personal value on which s/he will base future actions.</p>

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ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE			
A. <u>Encourage questions</u>			
The student will encourage questions during, after, or during and after the presentation. S/he will use:			This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.
6.9 request questions and/or comments		6.9: 1-3	A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.
B. <u>Answer questions</u>			
The student will answer factual questions using functions:			Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
1.1 identify objects, persons, processes		1.1: all elements listed	In thought and opinion questions, introductory phrases should be learned such as:
1.2 state factual questions		1.2: 1	"It is possible that..."
2.10.2 affirmation/confirmation		2.10.2: 1-3	"He found it can be done for the following reasons."
4.7 corrections		4.7: 1-4/6	
The student will answer questions requiring the expression of <u>thoughts</u> or <u>opinions</u> by using:			
2.4.1 possibility		2.4.1: 1	
2.4.2 impossibility		2.4.2: 1	
2.5.1 capability		2.5.1: 1	
2.5.2 incapability		2.5.2: 1	
2.12.1 difficulty		2.12.1: 1	

ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease 2.13 belief/opinion 3.10.1 importance 3.10.2 unimportance/indifference 3.1.1 pleasure/liking 3.1.2 displeasure/dislike 3.6 preference 4.7 corrections	2.12.2: 1/4 2.13: 1-3 3.10.1: 1 3.10.2: 1/2 3.1.1: 1/2 3.1.2: 1-3 3.6: 1-3 4.7: 1-3	
C. Acknowledge emotional attitudes The student will acknowledge emotional attitudes on the part of questioners using functions:	3.1.1: 1/2 3.1.2: 1-3/6 3.3.1: 1-3/6 3.3.2: 1/2/4 3.5: 1-3 3.2.1: 1-3/7 3.2.2: 1-4/6	This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MACROSTANDARDS Communicative Activity "TEACHES"</p> <p>3.10.1 importance</p> <p>3.10.2 unimportance/indifference</p> <p><u>D. Provide supportive correction; recommend; caution</u></p> <p>The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:</p> <p>3.2.1 satisfaction</p> <p>4.1 suggests</p> <p>4.2 requests</p> <p>4.5 warnings</p> <p>4.7 corrections</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>3.10.1: 1/2</p> <p>3.10.2: 1/2/5</p> <p>3.2.1: 4-7</p> <p>4.1: 3-8</p> <p>4.2: 2-6</p> <p>4.5: 2-5</p> <p>4.7: 2-6</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>This is also an area where human skills play a large part.</p>